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ABSTRACT

Divided into eight sections, this training manual describes the philosophy, activities, and materials employed by a workshop designed to help childbirth educators reduce sex-role stereotyping in their classes. The first section explains the relationships of sex-role stereotyping to childbirth education, defines the problem of stereotyping, and concludes by describing how the workshop fits into the large process of social change. Sections two and three explain the training philosophy behind the workshops, offer an overview of human relations training, relate that training to childbirth education, and finally provide a conceptual model for the skills developed in the workshop. A detailed outline of all the activities used in the the workshop model is provided in the third section. Activities are broken down into seven modules, each of which includes, in suggested order of presentation, simulations, warm-ups, lecturettes, and structured exercises. The next four sections elaborate on the items listed in the workshop model outline. In the first of these sections, two models which simulate situations relevant to childbirth education, "CESIM" (Childbirth Education Simulation) and "MIDSIM" (Midtown Simulation), are described. The sections which follow, "Lecturettes," "Warm-Ups," and "Structured Exercises," comprise the bulk of the workshop material. They detail the content of the workshop, the introductory activities, and participant-centered experiences. A list of books and organizations useful to persons interested in reducing sex-role stereotyping is included in the final section of the manual. (MP)

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# Sex Equity Manual for Childbirth Educators

Patricia Mitchell Corsi
William C. Lloyd, Jr.
F. Mel Madden, Ed.D.

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# FOREWORD

The majority of childbirth and parent educators, and the expectant parents they teach, were reared on the Dick and Jane primers. Dick did the running while Jane watched. Dad went to work while Mom stayed home. Their world was filled with policemen, mailmen, male physicians, and female nurses. Boys were supposed to be big and tough; "they never cried"; but if they did, they were regarded as "sissies." Girls were expected to be sweet, never to use "dirty words," and if they played baseball or climbed trees, they were called "tomboys."

On seeing a newborn baby, most people respond rather stereotypically. The girl baby is greeted with, "Oh, you precious little thing." "Look at those cute curls." "She is so delicate and soft." The boy baby is cited for his "muscular look." He is "a bruiser," "a football star for sure," and "looks so intelligent, just like his dad," and is "so big and strong."

Much of this sexism is transmitted to children by their parents, who themselves were raised with stereotyped sex roles. Dad repaired cars, flat tires, or the stopped-up sinks, but was never expected to cook for company or change baby's diaper; Mom did the cooking and cleaning, but was never encouraged to balance a checkbook or work outside the house.

Parents and expectant parents need to be encouraged to break out of the shackles that bind them to these stereotypical attitudes. In moving across the barrier of what is considered appropriate for females and males, expectant dads in childbirth classes can learn to feel comfortable in their role as child caretaker, while feeding, diapering, stroking, and expressing emotion with both sons and daughters, realizing that daughters may well enjoy participating in soccer games and sons in household tasks hitherto reserved for Mom and sisters.

Who but childbirth and parent educators, by virtue of their special relationship with expectant parents in their classes, are in the most advantageous position to assist parents to work toward nonsexist ideals? To be effective in this role of initiating attitudinal change, childbirth educators now have an effective tool in the form of this manual. It is based on the A.L.E.R.T. workshops and was designed by its competent authors, Patricia Mitchell Corsi, Mel Madden, and William Lloyd. Through progressive modules, explicitly detailed, educators can learn to recognize their own personal attitudes, how to modify them, and how to exhibit attitudes that will effectively change the sex-role development of the parents-to-be in their classes, while undergoing personal growth themselves.

These expectant parents will then begin their parenting roles with open and positive feelings about their own sexuality and sex roles. They, in turn, can present their children with the notion that every child can grow up to be "anything I want to be." Girls can be prime ministers, mayors, policewomen, or engineers, while boys can be nurses, childbirth educators, housekeepers, and babysitters, and can continue in their accepted roles, feeling positive about what they are doing, because it feels right for them.

Pamela Shrock, M.P.H.
Childbirth and Parent Educator

# PREFACE

A gentle revolution is spreading across the land. In its vanguard are women and men who do not think of themselves as revolutionaries but as people who are committed to life. Their love for each other and humankind has motivated them to bring life into the world and to teach others how to do it in a nonviolent way. You can see it in their eyes and sense it in their smiles. A young working-class mother spoke for all of them at one of our training sessions when she said: "I want the first moment of my child's life to be a peak experience, a totally human experience."

The writers of this manual are committed to making that first moment a "totally human experience." We, and those who have collaborated with us, are also committed to making society a place where persons can develop their full potential, regardless of their sex.

For our part, we have put together a small book which childbirth and parenting educators can use in the struggle against sexism. We had a lot of fun in writing it. We hope you have as much fun in using it.

Monongahela, Pennsylvania

## ACKNOWLEDGMENTS

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And especially to Mary Ann and Bill for Matthew Giovanni.

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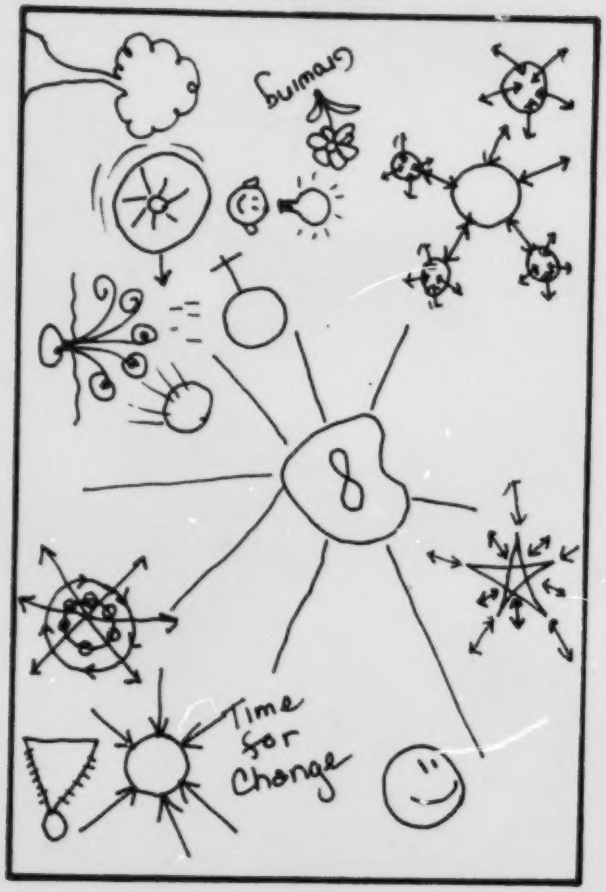
# INTRODUCTION

South Shore Hospital
Weymouth, Mass.




## INTRODUCTION

The above picture was drawn by participants in one of the workshops field-tested for this manual. It is the product of warm-up 5, "Group Picture." In that exercise, participants attempted to depict how they viewed themselves as a group. Each section of the manual begins with a similar drawing.

# INTRODUCTION

Human growth is human destiny. The human community grows only to the extent that we, its members, grow. To grow is to change, to realize our potentials, to achieve our dreams and aspirations. It is a painful process. We are exposed to new values, different patterns of behavior, or higher levels of consciousness; we are torn between the old and the new. Somewhere deep within ourselves we find the resolve to take the first tentative steps toward change. Along the way failures and lapses occur; we hesitate, reconsider the situation, and then take another step. Gradually, with encouragement, support, and reinforcement, we become stronger in our new-found view or behavior. We have changed--we have grown.

The process of growth has many obstacles--emotional, physical, and social. Some of the more restrictive of these obstacles are the cultural constraints that limit our choices and channel us into narrow patterns of behavior. Stereotyping fits into this category. The elderly person who is labeled useless, the black whose intelligence is underestimated, the man who suppresses his feelings, and the mother who is made to feel guilty about her desire for a career are all victims of such thinking.

Sex-role stereotyping is a problem of particular significance for parents and childbirth educators. It begins even before the birth of a child. Expectant parents often fantasize about the sex of their child, trying out different names and sharing hopes of what the child will become as she/he grows. Many of these expectations are unrelated to the reality of the world in which their children will find themselves. Frequently, the script that is being written is heavily stereotypical. The plans expectant parents have for their children are conceived within a framework of sex-role constraints--predetermined ideas about how girls and boys, women and men, should act--and they foster an atmosphere which severely limits personal growth.

Since parents are the primary role models for their children, they must be aware of the effects of sex-role stereotyping. The Childbirth Education Association of the Greater Monongahela Valley, Incorporated (CEA/GMV, Inc.), addressed itself to this task with the help of a grant from the U.S. Department of Education,

Women's Educational Equity Act Program. Under the project name "Alternative Learning Experiences in Role Training (ALERT)," a training program was developed and conducted for childbirth and parenting groups. This manual describes all aspects of that program.

Since its inception in 1975, CEA/GMV, Inc., has sought to improve childbirth experiences and parental relationships. The organization prepares expectant parents for healthier and safer childbirth, attempts to improve family-centered maternity care, and provides instruction in parenting skills. All of this is done by presenting objectively a variety of alternatives in childbirth and parenting so that a knowledgeable and free choice can be made by expectant and new parents. One of the major goals of Project ALERT was to expand and clarify the alternatives available in the area of sex-role development.

The idea of a model training program to increase awareness of sex roles originated in 1977 from the discussions of several members of the CEA/GMV, Inc. It was clear to them that sex-role stereotyping hinders the personal growth of mothers, fathers, and children. Consequently, they developed a training program which provides alternatives for reducing sex-role stereotyping. The project was designed to reach parents through the professionals and volunteers who teach childbirth and parenting classes. It offers a supportive environment in which participants personally reexamine and redefine their sex roles, practice human interaction skills, and learn techniques which counter stereotyping.

The supportive environment of the workshop operates according to the principals of human relations training. Human relations training is an informal, interactive approach to teaching and learning. The exchanges between the participants form the basis for analyzing human behavior. Participants draw tentative conclusions about their actions and then develop strategies for change. To facilitate this process, the participants learn and practice communication techniques such as active listening, feedback, and assertiveness. The workshop culminates with a planning exercise which stimulates personal or organizational change.

Work on the training model began in January 1978 and continued throughout the period of the grant. The originators of the model, Patricia Mitchell Corsi and Mel Madden, functioned as facilitators for the project. Bill Lloyd, the project's technical writer, collaborated with them in writing and preparing the manual. The effectiveness of the program was measured by Patricia Pastor, who served as external evaluator. Fifteen workshops were conducted involving more than one hundred participants engaged in a variety of human service activities.

The training manual is a guide which trainers can use to conduct workshops dealing with awareness of sex roles. While developed primarily for childbirth and parenting educators, it is easily adaptable for other contexts. Most of the activities contained in this manual can fit into other training environments. For example, the structured exercise entitled "Daily Living Tasks" is applicable to marriage encounter groups, high school family and marriage classes, and similar situations.

The manual is divided into eight sections. The first section, "Sex-Role Stereotyping: A Perspective," explains the relationship of sex-role stereotyping to childbirth education. It defines the problem of stereotyping and discusses current thinking about its origins. The section concludes by describing how the workshop fits into the larger process of social change.

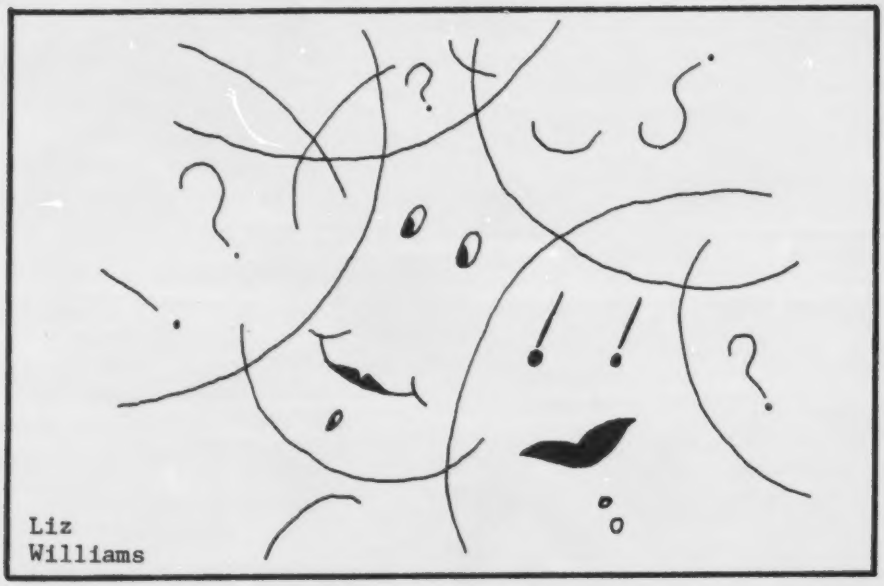
"Human Relations Training: A Perspective" is the second section. It presents the assumptions about teaching and learning which underlie the workshop. After introducing the concept of human relations training, it highlights the characteristics of this laboratory approach to group interaction. Finally, it details the communication skills taught in the workshop.

The third section is the "Workshop Model." It provides a detailed outline of all the activities which make up this workshop. They are broken down into seven modules. Within each module the simulations, warm-ups, lecturettes, and structured exercises are arranged in suggested order of presentation. Although all activities were field-tested in the course of the project, time constraints require that trainers select those most appropriate to their own styles and situations.

The next four sections contain the items listed in the Workshop Model outline. In the first of these sections, "CESIM" and "MIDSIM" are described. They simulate two situations relevant to childbirth education. CESIM recreates a curriculum committee meeting of a childbirth group, while MIDSIM is modeled after a board meeting. The sections which follow, "Lecturettes," "Warm-Ups," and "Structured Exercises" comprise the bulk of the workshop material. They provide the content of the workshop, the introductory activities, and participant-centered experiences.

The final section of the manual, "Resources," lists those books and organizations useful to persons interested in reducing sex-role stereotyping.

# SEX-ROLE STEREOTYPING




SEX-ROLE STEREOTYPING

The content of the workshop described in this manual revolves around the issue of sex-role stereotyping. This section defines the problem, delineates theories regarding its origin, explains its effect on childbirth education, and describes how changes leading to equity can occur.

## SEX-ROLE STEREOTYPING: A PERSPECTIVE

> Item: A young father takes his two preschool children out for a walk. The children, a son and a daughter, are similar in age, height, weight, and coordination. The youngsters are riding their tricycles. When they come to a street crossing, the father lets the son ride across by himself, while he guides the daughter's bike.

Many of the effects of sex-role stereotyping in American society have been extensively documented in the past decade. This is particularly true in the economic and legal realms, where inequities have been exposed, solutions developed, and actions taken.

One area in which the effects of sex-role stereotyping are not clear, and where few strategies for change have been developed, is in individual human relations. Unwarranted ideas about sex roles exert a subtle influence. The way we relate to each other, our attitudes toward women and men, and how we treat our children are all affected by our view of sex roles.

> Item: A popular television program for children depicts males acting assertively more frequently than females.

Sexism. Chauvinist. Women's Lib. These labels are so clouded with innuendo and connotation that in many ways they are no longer useful. They are terms which do not adequately describe the problems associated with sex roles. The underlying issue is sex-role stereotyping. The workshop described in this manual helps reduce sex-role stereotyping by raising the awareness of childbirth educators and by providing them with the skills to implement changes in their classes. As used here, sex-role stereotyping means the application of a rigid set of psychological, social, economic, and behavioral expectations to a particular sex. In the extreme, the expectations are applied to all members of that sex. Any deviance is considered abnormal. When the stereotype wins collective acceptance, it is institutionalized and incorporated into the values of the culture. The culture then resists any change which is seen as a challenge to its very fabric.

Item: At a high school football game, a mother points out the cheerleaders and majorettes to her daughters and the football players to her son.

Often the victims of stereotyping assume the judgment to be true. A self-fulfilling prophecy occurs and individuals begin to live up to the expected behavior. Acquiescence in the stereotype legitimizes it and makes change difficult. Sex-role stereotyping has followed this pattern. For years the women of our culture unquestioningly accepted the traditional description of the woman's place, and rarely challenged the prevailing view of their role. Those who did not conform were numbered among the misfits, quacks, malcontents, and radicals. Recent developments have begun to counter the adverse effects of this process.

Item: A father commenting on his newborn son: "Wow! Would you look at his arms and thighs! He's going to be a tough little fellow--a linebacker or a fullback!"

The origins of sex roles are a subject of great controversy. Three schools of thought have emerged to answer the question of why women and men act the way they do. The first view, biological determinism, considers physiological factors as the key element in the roles that women and men assume. In this view, the hereditary factors that distinguish women from men predispose each sex to certain patterns of behavior. For example, the relatively higher degree of strength of men compared to women logically leads to men's being more aggressive.

The followers of the second school are referred to as cultural determinists. These individuals argue that cultural and social factors determine sex-role identity. This view minimizes the effects of biology and claims sex-role perceptions are due to conditioning. Factors such as role modeling, parental perceptions, deferential treatment, and enculturation are emphasized. This view concludes that all types of behavior are appropriate for either sex. For this group, the culprit is society--a society that blindly locks people into predetermined patterns of behavior. For example, the fact that women are viewed as excessively emotional is attributed to the attitude that "little girls are allowed to cry but boys aren't."

The biosocial school represents the third approach. This view assumes that a combination of biological and social factors determines sex roles. The individuals who hold this view insist that the biological differences between women and men cannot be ignored. However, at the same time, the acknowledge the impact of cultural factors. They argue for structuring cultural influences

in a manner consistent with physiological differences. For example, proponents of this view suggest that while biology gives the mother the primary nurturing role, society should take steps to ensure the utmost participation of the father in the birthing and child-rearing process.

The workshop in this manual is based on the third conception of sex-role determination. Participants investigate the social consequences of both biological differences and cultural influences. This provides a reasonable starting point for reducing sex-role stereotyping.

> Item: A wife and mother who has chosen to work outside the home and hire child care for her six-month-old baby feels intense guilt about what she is doing.

Childbirth educators are in a unique position to influence individual perceptions of sex roles. Since they deal with expectant parents who are concerned with many questions related to childbirth and child rearing, there is ample opportunity to deal with sex-role issues. Expectant parents, particularly first-timers, tend to be very vulnerable and sensitive. They often expose their deepest wishes, fears, feelings, and questions to the childbirth educator.

Childbirth educators influence the attitudes of their class members about sex roles in three ways. First of all, they provide an example of how to relate to each sex. If the educator is guilty of differential treatment, a clear message is given. For example, in discussing the feelings associated with having a baby, a presumption of the absence of such emotions in men indicates stereotypical thinking. Childbirth educators must be conscious of such attitudes and seek to eliminate them.

> Item: A childbirth educator, when talking about nutrition and feeding, inadvertently directs the presentation to the women in the class. The men are ignored.

Second, childbirth educators influence the participation of both parents in the birthing process. By encouraging maximum involvement, they can predispose parents to a shared child-rearing experience and consequently expose the child to nonstereotyped role models.

Finally, childbirth classes are excellent places to examine child care and family living tasks. Couples given the chance to discuss the distribution of these jobs often question prevailing ideas and develop more equitable patterns.

Item: A department head at a high school is required to help substitutes in his department with their lessons. When a man substitutes, the department head simply offers assistance; when a woman substitutes, he frequently checks on her classes.

Childbirth educators can play a significant role in stimulating change. This manual and workshop are designed to help them do that by providing a means for countering sex-role stereotyping. It is hoped that this will contribute to the changes that must occur for for sexual equity to be achieved. Such changes occur in a progression of four steps: personal, collective, institutional, and cultural.

The first step, the personal, involves the development of individual awareness. Women and men become conscious of the existence of sex-role stereotyping and its effect on them. Through this increased awareness they begin to reevaluate their lives and restructure their behavior. The workshop was designed primarily to function on this personal level. Most of the structured exercises, the lecturettes, and the other activities contained in the workshop require participants to focus on the issue of sex-role stereotyping through their own experiences. The knowledge gained and the awareness created from this process provide a foundation for significant personal development. Lecturette 16, "Assertive Behavior Matrix," provides a summary scheme for assuring personal growth.

The collective level, the second step, hinges on the development of a group awareness. Once individuals commit themselves to personal change, they join with others who are having similar experiences. This coming together promotes a higher level of change. A group identity develops which heightens the awareness of the individual members and reinforces the positive behavior changes that individuals have undergone. A helping network is established; individuals with problems now have access to sympathetic assistance. Most important of all, however, the group now has the power to go beyond personal growth. The potential for institutional and cultural change exists. The workshop described here begins this collective level for participants. The participants themselves form a type of collective support network. As they discuss experiences during the workshop, they build on one another's feelings and experiences. Also, the participants' bibliography, the list of resource organizations, and the workshop staff introduce them to like-minded individuals.

Institutional change is the next step. Once groups of individuals have recognized the need for change, they begin to exert pressure on the organizations with which they are associated. These pressures, if persistently applied, stimulate structural and procedural changes consistent with sexual equity. Institutional development, in turn, encourages more personal and collective advancement, and a cycle of positive growth results.

The workshop centers around childbirth educators and what they can do to reduce sex-role stereotyping. But these educators do not operate in isolation; they are active members of childbirth groups. For significant change to occur in their childbirth classes, organizational support has to exist. This support can come only from groups that have systematically identified problems related to sex-role stereotyping and have developed strategies for solving them. In the workshop, participants are introduced to a method of implementing changes in their institutions. In structured exercise 19, "Force Field Analysis," they practice the method with situations from their own organizations.

The final level of change is the cultural, or the incorporation of the principle of equitable treatment of the sexes into the goals, beliefs, values, and attitudes of our society. This process requires decades of change--an ebb and flow of accomplishments and failures. It's the most difficult, yet the most important.

The workshop contained in this manual was not designed to achieve widespread cultural change. If it can broaden the acceptance of sexual equity among childbirth and early parenting educators, it will have accomplished its purpose.

# HUMAN RELATIONS TRAINING

Pam
Shrock

## HUMAN RELATIONS TRAINING

The following section explains the training philosophy behind the workshop field-tested for this manual. It offers an overview of human relations training, relates that training to childbirth education, and provides a conceptual model for the skills developed in the workshop.

## HUMAN RELATIONS TRAINING: A PERSPECTIVE

Sex-role stereotyping is a human relations problem which begins with the earliest interactions between parents and children. In these interactions, parents model behaviors for their children, who, in turn, acquire a sense of what is expected of them. Many of the expectations depend upon the child's sex rather than her/his abilities or preferences. This process forms the child's perception of sex roles. If the perception is too narrow, it limits the psychosocial growth of the child. For example, a child who sees the mother performing most of the child-care tasks may develop the idea that nurturing is exclusively a feminine function. When this idea is reinforced by other familial and societal influences, it becomes an integral part of the child's belief system and the child grows up expecting women and men to fit into predetermined sets of behaviors. Consequently, the range of responses available to the individual in human interactions is restricted.

The framework for stereotypical interactions is set even before the child's birth. As expectant parents fantasize about the aspirations they have for their child, they rely upon many stereotypical ideas which they have not evaluated critically. Since this prenatal period is so crucial to the development of the child's attitudes about sex roles, childbirth education takes on a new dimension. Traditionally, childbirth educators concentrated on preparing expectant parents for a knowledgeable and fulfilling birth experience. Now, as childbirth educators become aware of the pervasive nature of sex-role stereotyping, they must consider innovative approaches to the problem. Human relations training provides a unique method for helping childbirth educators increase their awareness of sex-role stereotyping and assists them in acquiring the skills necessary to alleviate the problem and to promote equity.

Human relations training is a process of group interaction in which the participants, facilitated by a trainer, attempt to gain insight into their social behavior. During the training, participants discuss how they perceive each other's behavior and how that behavior affects them as individuals and as group members. Discussions center upon experiences that occur during the workshop, commonly referred to as "here-and-now" experiences. Participants are encouraged to respond to these experiences in a personal and concrete manner. This avoids vague generalization, the possible irrelevance of past experiences, and inappropriate intellectualization. Within an atmosphere of openness and trust,

trainers help participants understand their experiences by clarifying communications, by sharing their own observations with the group, and by periodically leading an analysis of the group process.

In human relations workshops which focus upon a specific issue, the content of the group discussions revolves around that issue. For example, in the workshop described in this manual, the participants talk about themselves in relation to sex-role stereotyping. They speak about how it feels to be a woman or a man, what influenced them to choose a particular career or life-style, what expectations they have for their daughters or sons, how they relate to women, how they relate to men, and so on. In the process of interacting with each other, the participants learn about themselves, how they affect others, and how others affect them. More important, they learn about themselves as women or as men; they discover the differences between themselves as individuals and as persons acting within the constraints of a specific sex role. Through this process of sharing and identifying with others, the participants learn to evaluate themselves and their environment critically. By questioning prevalent assumptions, attitudes, and ideas about sex roles, they develop a critical consciousness which becomes the basis of personal and institutional change strategies.

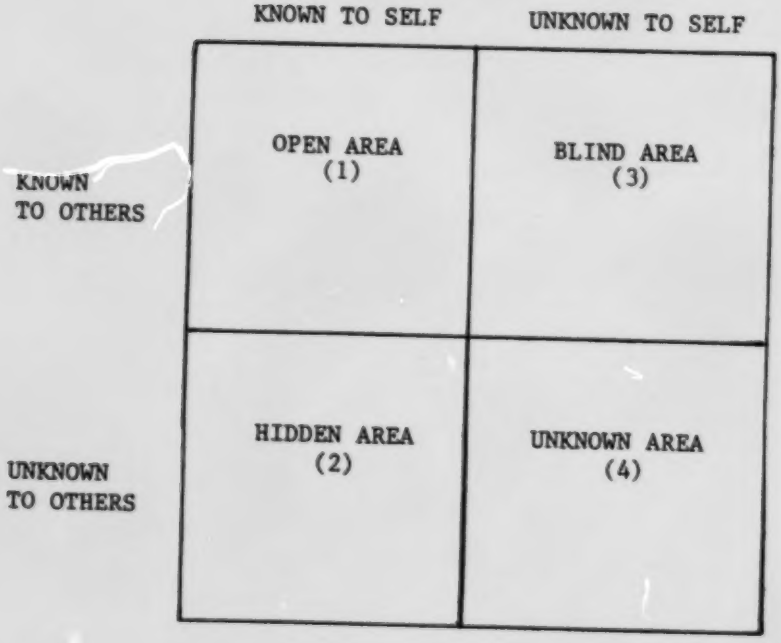
One of the assumptions of this human relations approach to learning is that experience, in and of itself, is not the best teacher. Critical reflection must follow the experience. Human relations training fosters this reflection through an open atmosphere, shared feelings, and group interaction. Childbirth educators who participate in human relations training become critically aware of themselves. In their interactions with others they discover how unquestioningly they assume many stereotypical attitudes. They also learn techniques which help them transfer their learning so that they can facilitate the discovery process among their own clients.

A second assumption of this approach to learning is that persons learn best when they take responsibility for their own learning. Facilitators can structure instructional environments so that participants feel free to interact with each other, and they can even present information in ways that allow participants to draw obvious conclusions. However, for meaningful insight to occur, the participants must critically interpret the information for themselves and then accept the responsibility for those interpretations. Authorities and experts often impair the liberating effect of knowledge by allowing their students and clients to become dependent on them for information. Pregnant couples are an excellent example of persons whose dependence upon authorities,

especially health-care providers, is reinforced by the very people who are supposed to serve and aid them. Consequently, couples do not evaluate critically the information they receive. The human relations approach provides techniques and strategies which counter the vicious circle of dependence and place responsibility for decisions in the hands of expectant parents.

In the human relations lab, the participants acquire skills which improve their ability to communicate and counsel. These skills enable participants to observe and interpret nonverbal communication cues (attending behavior), to listen actively to others, and to give and receive feedback. The conceptual model known as the Johari Window* (Figure 1) offers an understandable way of explaining how these skills are presented in the workshop. Facilitators use the Johari Window to demonstrate the intertwining of perceptions we have of ourselves and perceptions others have of us.

FIGURE 1 JOHARI WINDOW




*Joseph Luft, Of Human Interaction. Palo Alto, Calif.: National Press Books, 1969.

Area (1) represents those perceptions that are known to self and to others. As an OPEN AREA, it includes obvious physical characteristics, observable behaviors, and publicly expressed ideas and feelings. The next area, (2), is the HIDDEN AREA. Items in this area are known to self but unknown to others, and include behaviors, feelings, values, and motives which a person has not revealed to others. Area (3) is the BLIND AREA--unknown to self but known to others. This area takes in those behaviors and attitudes of which a person is unaware, but which she/he unconsciously reveals by gestures, mannerisms, and other observable behaviors. It is facetiously called the "bad breath" area. The final area, (4), is the UNKNOWN AREA. It involves feelings and motives which are unknown to self and to others; therefore, it is an area which human relations groups do not address.

The communication skills involved in human relations workshops relate directly to the areas of the Johari Window. Figure 2 presents the Johari Window with the basic skills placed in the appropriate areas.

FIGURE 2 JOHARI WINDOW - COMMUNICATION SKILLS

| | KNOWN TO SELF | UNKNOWN TO SELF |
|---|---|---|
| KNOWN TO OTHERS | OPEN AREA (1)<br>SKILL: Attending Behavior | BLIND AREA (3)<br>SKILL: Feedback |
| UNKNOWN TO OTHERS | HIDDEN AREA (2)<br>SKILL: Active Listening | UNKNOWN AREA (4) |

As regards communication, the OPEN AREA includes all public cues, verbal and nonverbal. The skill of attending behavior enables participants to recognize the messages given by facial expressions, body positions, modes of dress, and hand gestures (structured exercises 5 and 6). The use of this basic skill helps childbirth educators accurately interpret the feelings expressed by their clients.

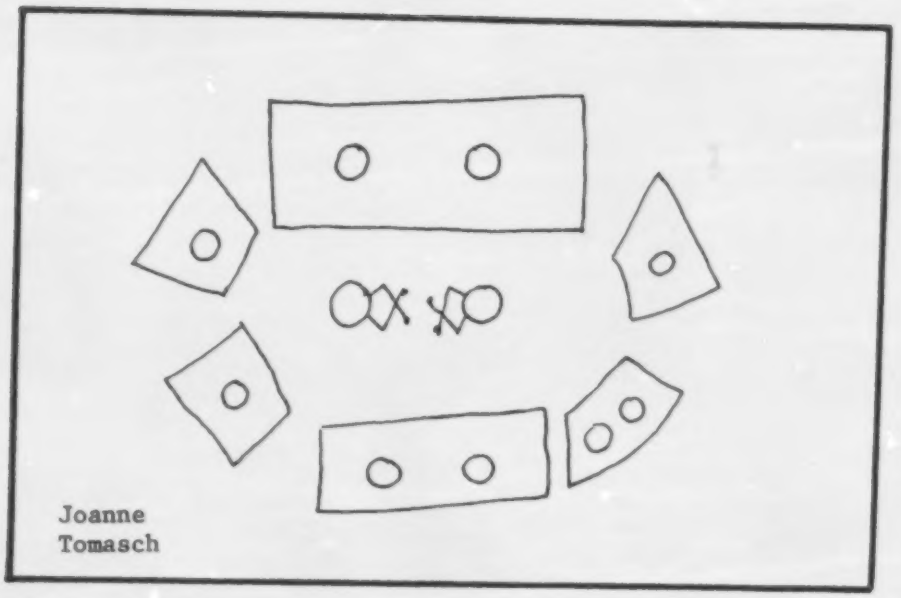
The communication skill associated with the HIDDEN AREA is active listening. Active listening is the process of identifying the feelings associated with a communication (structured exercise 7). By practicing active listening effectively, a childbirth educator can help expectant and new parents reveal some of the fears and anxieties which prevent them from enjoying the birthing and parenting experience.

The skill of feedback is most useful in the BLIND AREA. Childbirth educators observe that couples are unaware of how their behavior affects others. This is especially true when their children are involved and the behavior is stereotypical (structured exercise 12). When childbirth educators teach couples the rules of feedback and show them how to give and be open to constructive criticism, they guarantee improved interpersonal relations and reduce stereotypical patterns.

Once workshop participants learn these three skills, then the facilitators advance to the more complex skills of assertiveness, interpersonal negotiations, and diagnosis of group and organizational problems. Assertiveness (structured exercises 15, 16, 17, and 18) employs all of the above skills, since assertive persons must be sensitive to nonverbal communications, listen for hidden verbal messages, and offer necessary feedback to others. However, it is not enough simply to be assertive. Effective childbirth educators must possess the ability to negotiate interpersonal relationships successfully and to diagnose quickly and accurately the mood of a class they are teaching, a group they are conducting, or an organization they are working with. Human relations workshops teach these skills.

In summary, human relations training offers childbirth educators an excellent opportunity to increase their own awareness of sex-role stereotyping while learning skills which help them deal with the issue in their classes and counseling. The training described in this manual helps educators gain insight into their own and others' behavior. The training helps educators improve their process skills of attending behavior, active listening, and giving helpful feedback, while raising their awareness of sex-role issues.

# WORKSHOP MODEL



Joanne
Tomasch

## WORKSHOP MODEL

This section provides an outline of the seven modules which comprise the workshop described in this manual. Within each module the lecturettes, structured exercises, and warm-ups are presented in order of usage. Subsequent sections of the manual contain the items listed in the following outline.

WORKSHOP MODEL

## MODULE ONE

A. Simulation 1 CESIM or
Simulation 2 MIDSIM

OR:

Warm-Up 1 Getting to Know You or
Warm-Up 2 Best and Least

B. Lecturette 1 Goals, Content, Process, and Assumptions of a Sex-Role Stereotyping Workshop

## MODULE TWO

A. Lecturette 2 Physiological and Psychological Differences between Women and Men

B. Structured Exercise 1 Brainstorming Process

C. Structured Exercise 2 Brainstorming Social Consequences

D. Lecturette 3 Androgyny

E. Structured Exercise 3 Sex-Role Inventory

F. Lecturette 4 Status of Women and Men in Contemporary Society

G. Structured Exercise 4 The Case of J. T. Williams

## MODULE THREE

| | | |
|---|---|---|
| A. | Warm-Up 3 | I'm an Object or |
| | Warm-Up 4 | Adjective Go-Round |
| B. | Lecturette 5 | Johari Window |
| C. | Structured Exercise 5 | Attending Behavior: Talking without Looking |
| D. | Lecturette 6 | Attending Behavior |
| E. | Structured Exercise 6 | Tuning In: A Modified Brainstorming |
| F. | Lecturette 7 | Active Listening |
| G. | Structured Exercise 7 | Active Listening Triads |

## MODULE FOUR

| | | |
|---|---|---|
| A. | Warm-Up 5 | Group Picture or |
| | Warm-Up 6 | Draw Yourself |
| B. | Structured Exercise 8 | Guided Fantasy |
| C. | Structured Exercise 9 | Exploring Feelings through Relaxation |
| D. | Lecturette 8 | Equal Marriage |
| E. | Structured Exercise 10 | Family Living Tasks |
| F. | Lecturette 9 | Causes of Sex-Role Stereotyping in Children |
| G. | Structured Exercise 11 | An Inquiry |

## MODULE FIVE

| | | |
|---|---|---|
| A. | Lecturette 10 | Feedback |
| B. | Structured Exercise 12 | Fishbowl |
| C. | Lecturette 11 | The Impact of Values on Stereotyping |
| D. | Structured Exercise 13 | Living Continuum or |
| | Structured Exercise 14 | Stereotyping and Child Rearing: An Awareness Activity |

## MODULE SIX

| | | |
|---|---|---|
| A. | Warm-Up 7 | The Tangle |
| B. | Lecturette 12 | Assertiveness Training |
| C. | Structured Exercise 15 | Aggressive, Assertive, and Passive Milling |
| D. | Lecturette 13 | Assertiveness Manifesto |
| E. | Lecturette 14 | Assertiveness Techniques |
| F. | Structured Exercise 16 | Assertiveness Practice Situations |
| G. | Structured Exercise 17 | Assertiveness Role Play or |
| | Structured Exercise 18 | Assertiveness Quotient Test |

## MODULE SEVEN

| | | |
|---|---|---|
| A. | Lecturette 15 | Strategies to Reduce Sex-Role Stereotyping in Childbirth Education |
| B. | Structured Exercise 19 | Force Field Analysis: Solving Problems of Stereotyping |
| C. | Lecturette 16 | Assertive Behavior Matrix |
| D. | Warm-Up 7 | The Tangle or |
| | Structured Exercise 20 | Giving a Gift |

# SIMULATIONS

Black League
California State College

## SIMULATIONS

A simulation is a model of a real situation. In a simulation, participants experience the essential elements of a reality situation without suffering the consequences of their actions. Simulations require each participant to assume a role and encourage experimentation with new behaviors. Consequently, facilitators can diagnose the sophistication and awareness of each member of the group.

SIMULATION 1

# C E S I M

## INTRODUCTION

CESIM (Childbirth Education Simulation) models a meeting of childbirth educators. This simulation explores the relationship of sex-role stereotyping to childbirth education classes. In CESIM, individuals assume the role of a typical member of a childbirth education group. The group must decide whether to endorse a training program which would lead to altering its present curriculum. The interaction generated by this decision helps participants understand the issue of sex-role stereotyping and their feelings about it.

## OBJECTIVES

To explore attitudes which surround the issue of sex-role stereotyping

To analyze the impact of stereotypical behaviors on a group's interaction during the decision-making process

To develop skills in process analysis

## GROUP SIZE

7 to 9 participants per simulation group

## TIME

1 hour for simulation; 30 minutes for process analysis

## MATERIALS

A packet for each participant in the simulation containing the following:

CESIM Role Description (pages 35 to 43). The role description is a detailed characterization of each person in the simulation.

Role Card. The role card is a name tag which shows the name of a person in the simulation and her/his position in the childbirth education group. Design the card so that it can be worn around the neck and easily seen.

CESIM Curriculum Committee Roster (page 46). The curriculum committee roster contains the names and titles of the entire committee.

CESIM Program Sheet (page 47). The program sheet lists the names of topics contained in the proposed workshop.

In addition to the packets, each participant needs the following:

CESIM Directions (page 44). The directions provide participants with step-by-step instructions for events in the simulation.

CESIM Memorandum (page 45). The memorandum informs participants of the agenda of the meeting.

The facilitator needs a copy of the reading "Exploring Feelings through Relaxation" (Structured Exercise 9, page 158).

## PHYSICAL SETTING

Any open space which will allow enough room for the group to meet without distractions.

## PROCEDURES

1. Describe the reasons for using a simulation and explain the objectives of this activity.

2. Form groups of 7 to 9 persons. Use alternate roles designated on the "CESIM Curriculum Committee Roster" for eighth and ninth positions. Distribute a copy of the "CESIM Directions" and the "CESIM Memorandum" to each participant. Instruct participants to read the directions and then the memorandum.

3. While participants are reading, pass out the packets. Remind them to read their "CESIM Role Description" and to put on their "Role Cards."

4. When all participants have put on their role cards, use Structured Exercise 9 to help them relax. Before ending the relaxation period, help participants to assume their roles. Suggest that they put themselves into their roles by imagining:

   the physical characteristics of that person;

   the mannerisms, gestures, and idiosyncrasies of that person;

   the feelings, thoughts, and attitudes of that person.

   End the relaxation period.

5. Tell the participants to read the "CESIM Program Sheet" and the "CESIM Curriculum Committee Roster" in their packets. Encourage them to do this from the point of view of the persons they are playing.

6. After a few minutes, tell the chairperson of the curriculum committee to begin the meeting by having participants introduce themselves in their new roles.

7. During the simulation, be available to clarify procedures and answer questions. Record observations about group interaction for use in the post-simulation discussion.

8. End the simulation when the group has had sufficient time to explore the issues. Usually, this takes 45 minutes to an hour.

9. Bring all participants together for the process of analyzing what happened during the simulation. Consider using questions such as the following:

   a. How did you feel in the role you assumed? How much of it was you and how much of it was the role? What insights did you gain by playing this particular person? How did you like the person whose role you enacted?

   b. What observations can you make about the group's interaction? Did any individuals dominate the group? Were any individuals passive? How were stereotypical roles acted out in the group?

   c. What problems did your group experience in trying to reach a decision? What issues created the most controversy? Why?

d. What conclusions can you draw about sex-role stereotyping from the simulation? Does stereotyping affect your organization? How? Did the simulation parallel some of the interaction that occurs in your own organization?

# CESIM ROLE DESCRIPTION

## NAME AND INFORMATION

Ms. Elaine Stark, Childbirth Educator
29 years old, female
Single

## OCCUPATION

Social Worker

## PERSONALITY CHARACTERISTICS

Friendly, peacemaker, not comfortable with conflict
Supportive of women
Leans toward feminism, but does not publicly say so

## VIEW OF ROLE IN CHILDBIRTH EDUCATION

To support childbearing women

## FAVORITE EXPRESSION

"It seems that _____(add name)_____ had a point when she said that..."

## DIRECTIONS

You, Elaine, spend most of your time supporting women. Continue to do so during the meeting.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Nancy Raymond, Chairperson of Curriculum Committee
36 years old, female
Mother of four active children
Married

### OCCUPATION

Former Nurse, Professional Mother

### PERSONALITY CHARACTERISTICS

High energy, bursting with enthusiasm
Slightly extroverted, good listener
Very knowledgeable about childbirth issues
Aware of feminist movement but doesn't consider herself a "libber"

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To help young families get a proper start in raising children

### FAVORITE EXPRESSION

"I see what you mean..."

### DIRECTIONS

You, Nancy, are a successful mother. You will contribute a great deal to the meeting.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Mrs. Catherine Falconi, Childbirth Educator-in-Training
32 years old, female
Mother of two preschool children
Married

### OCCUPATION

Elementary School Teacher before quitting to bear and raise children

### PERSONALITY CHARACTERISTICS

Tidy, well organized, empathic
Puts family first and self last
Defers to professionals
Concerned with details

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To expend energy in a worthwhile effort to improve the lives of families
Personal crusade

### FAVORITE EXPRESSION

"Well, what do you think, Cora?"

### DIRECTIONS

Cathy, you are still in training and a bit unsure of yourself, but you will do what is best for families.

(ALTERNATE ROLE)

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Mrs. Cora Sue Woods, Childbirth Educator
36 years old, female
Mother of five children
Leader of breastfeeding group
Married

### OCCUPATION

Nutritionist, full-time Wife and Mother

### PERSONALITY CHARACTERISTICS

Has a well-defined value system and lives by its tenets
Sees motherhood as the foundation of family life and families as the cornerstone of healthy societies
Assertive

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To reinforce the role of woman as wife and mother
Morally committed to the role of woman as stated above

### FAVORITE EXPRESSION

"It's the proper thing to do!"

### DIRECTIONS

Mrs. Woods, you must be sure in your own mind that adopting this program is the right thing to do.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Dr. David Brown, Advisor
53 years old, male

### OCCUPATION

Chief of Obstetrics at Midtown General Hospital

### PERSONALITY CHARACTERISTICS

Paternalistic, authoritarian
Verbally aggressive
Traditional
Opinionated
Extremely clinical in approach to patients

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To provide necessary expertise and professional guidance

### FAVORITE EXPRESSION

"In all my years of professional experience..."

### DIRECTIONS

Dr. Brown, you seriously question the relevance of the training. You will argue against it.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Mrs. Roberta Martin, Senior Childbirth Educator
46 years old, female
Mother of three grown children
Married

### OCCUPATION

Head Nurse of Obstetrics at Midtown General Hospital

### PERSONALITY CHARACTERISTICS

Meticulous, objective, and slightly on the fussy side
Somewhat abrasive in human relationships
Socially and politically conservative

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To share the "correct information" with others

### FAVORITE EXPRESSION

"As a matter of fact..."

### DIRECTIONS

You, Mrs. Martin, see the proposed program as counterproductive. It sounds "feminist" and therefore may threaten the traditional family.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Frank Powell, Childbirth Educator
29 years old, male
Father of one child
Married

### OCCUPATION

Physical Therapist

### PERSONALITY CHARACTERISTICS

"Nice guy" image
Chuckles a lot and jokes around; sees himself as a clown
Free with compliments
Whispers to the persons beside him during the meeting
Introduces subject matter which others don't see as relevant

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

Not sure of this

### FAVORITE EXPRESSION

"I don't know if you can understand me, but..."

### DIRECTIONS

You, Frank, really enjoy going to these meetings, but you don't understand what all the fuss is about.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Betty Wissolik, Childbirth Educator
31 years old, female
Mother of two preschool children
Recently divorced

### OCCUPATION

Textile Factory Worker
Union Official

### PERSONALITY CHARACTERISTICS

Assertive and confident
Has well-formulated ideas
Speaks clearly and concisely
Perceives self as a feminist

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

Consistent with feminist politics
A place to make a political statement
Crusader

### FAVORITE EXPRESSION

"I really believe that..."

### DIRECTIONS

You, Betty, are well aware of how stereotyping has has affected women. This is a chance to make others see the connection.

## CESIM ROLE DESCRIPTION

### NAME AND INFORMATION

Dr. Sarah Grossman, Advisor
33 years old, female
Single

### OCCUPATION

Obstetrician at Midtown General Hospital

### PERSONALITY CHARACTERISTICS

Dedicated to improving the quality of life
Self-reliant
Takes unpopular stands, which she supports with scientific data
Seen as a "maverick" by other local M.D.'s
Is aware that she is powerless

### VIEW OF ROLE IN CHILDBIRTH EDUCATION

To improve the quality of life
To gain recognition

### FAVORITE EXPRESSION

"The medical profession has an obligation to..."

### DIRECTIONS

You, Dr. Grossman, see this program as necessary and potentially helpful to your research.

(ALTERNATE ROLE)

## CESIM DIRECTIONS

1. You are about to participate in a simulation. The experience is designed to deepen your awareness of issues surrounding sex-role stereotyping. Attempt to make this simulation as true to life as you can.

2. You have been given a copy of a memorandum explaining that an emergency curriculum committee meeting has been called. When you finish these directions, read the "CESIM Memorandum."

3. In the packet you are to receive, there will be a sheet entitled "CESIM Role Description." This is a description of the role you are to assume in the simulation. Please read it carefully.

4. Put on your "Role Card" when you finish reading your role description.

5. The facilitators will help you get into your role.

6. Also included in your packet are materials you will need in order to participate in the curriculum committee meeting. Read the "CESIM Program Sheet" and the "CESIM Curriculum Committee Roster."

CESIM MEMORANDUM

June 1, 1981

TO: CURRICULUM COMMITTEE

FROM: NANCY RAYMOND, CHAIRPERSON

At our last meeting, you directed me to obtain some information regarding training sessions for childbirth educators. A few days ago I received a communication from Pat Mitchell, Director of Project ALERT (Alternative Learning Experiences in Role Training).

Pat indicated that the staff of Project ALERT will be in the Midtown area four weeks from now and would be willing to conduct a training program for our instructors. The workshop deals with sex-role stereotyping as it relates to childbirth education and early parenthood.

In the past, we have discussed the pro's and con's of altering our curriculum in order to present topics and lead discussions in a nonsexist manner. Some of you have voiced opposition to any changes along these lines. At any rate, it is essential that the curriculum committee meet immediately and decide whether or not it wishes to endorse the training.

I have enclosed the Program Sheet which I received from Project ALERT. The meeting will be held at the Midtown Health Center on June 6, 1981, at 8 p.m.

## CESIM CURRICULUM COMMITTEE ROSTER

| | | |
|---|---|---|
| 1. | MS. ELAINE STARK<br>Childbirth Educator | 29 years old, female, black, single<br>Occupation: Social Worker |
| 2. | NANCY RAYMOND<br>Chairperson of Curriculum Committee | 36 years old, female, white, mother of four active children, married<br>Occupation: Former Nurse, Professional Mother |
| 3. | MRS. CATHERINE FALCONI<br>Childbirth Educator-in-Training<br>(ALTERNATE) | 32 years old, female, white, mother of two preschool children, married<br>Occupation: Elementary School Teacher before quitting to bear and raise children |
| 4. | MRS. CORA SUE WOODS<br>Childbirth Educator<br>(Breastfeeding Group Leader) | 36 years old, female, white, mother of five children, married<br>Occupation: Nutritionist, full-time Wife and Mother |
| 5. | DR. DAVID BROWN<br>Advisor | 53 years old, male, white<br>Occupation: Chief of Obstetrics at Midtown General Hospital |
| 6. | MRS. ROBERTA MARTIN<br>Senior Childbirth Educator | 46 years old, female, white, mother of three grown children, married<br>Occupation: Head Nurse of Obstetrics at Midtown General Hospital |
| 7. | FRANK POWELL<br>Childbirth Educator | 29 years old, male, white, father of one child, married<br>Occupation: Physical Therapist |
| 8. | BETTY WISSOLIK<br>Childbirth Educator | 31 years old, female, white, mother of two preschool children, recently divorced<br>Occupation: Textile Factory Worker, Union Official |
| 9. | DR. SARAH GROSSMAN<br>Advisor<br>(ALTERNATE) | 33 years old, female, white, single<br>Occupation: Obstetrician at Midtown General Hospital |

## CESIM PROGRAM SHEET

The ALERT workshop deals with the issue of sex-role stereotyping through the instructional vehicle of human relations training. The program is divided into seven self-contained modules which are outlined below.

MODULE 1 INTRODUCTION

MODULE 2 PHYSIOLOGICAL AND PSYCHOLOGICAL DIFFERENCES BETWEEN WOMEN AND MEN

Explores the social consequences of the similarities and differences between women and men. Investigates the status of women and men in contemporary society. Helps participants evaluate their own sex-role attitudes.

MODULE 3 INTERPERSONAL COMMUNICATION SKILLS

Develops basic interpersonal communication skills through exercises, practice, and discussion.

MODULE 4 MARRIAGE AND CHILD REARING

Considers the relationship between sex-role stereotyping and marriage. Researches and evaluates the messages children receive from the media, schools, and other institutions. Generates feelings about a society where sex roles are reversed.

MODULE 5 FEEDBACK AND VALUES

Teaches the rationale and techniques of providing constructive criticism and positive reinforcement. Helps participants define and analyze their values regarding effects of stereotyping on the socialization process.

MODULE 6 ASSERTIVENESS TRAINING

Distinguishes among passive, aggressive, and assertive behavior. Shows how these behaviors are linked to sex-role stereotyping. Provides practice in assertiveness.

MODULE 7 CHILDBIRTH EDUCATION STRATEGIES

Gives participants practical suggestions for reducing sex-role stereotyping, which is reinforced in many childbirth education classes and childbirth organizations.

SIMULATION 2

# M I D S I M

## INTRODUCTION

MIDSIM (Midtown Simulation) models a meeting of a childbirth education board. This simulation explores the relationship of sex-role stereotyping to childbirth education. In MIDSIM, individuals assume the various roles of members of a typical childbirth education board. The board is required to decide whether its childbirth educators will attend a workshop on sex-role stereotyping. The interaction generated by this decision helps participants understand the issues of sex-role stereotyping and their feelings about it.

## OBJECTIVES

To explore attitudes which surround the issue of sex-role stereotyping

To analyze the impact of stereotypical behaviors on a group's interaction during the decision-making process

To develop skills in process analysis

## GROUP SIZE

9 to 11 participants per simulation group

## TIME

1 hour for simulation; 30 minutes for process analysis

## MATERIALS

A packet for each participant in the simulation containing the following:

MIDSIM Role Description Sheet (pages 52 to 62). A role description is a detailed characterization of each person in the simulation.

Role Card. The role card is a name tag which shows the name of a person in the simulation and her/his position in the childbirth education group. Design the card so that it can be worn around the neck and be easily seen.

MIDSIM Board Roster (page 65). The board roster contains the names and titles of the entire board.

MIDSIM Program Sheet (page 66). The program sheet lists the names of topics contained in the proposed workshop.

In addition to the packets, each participant needs the following:

MIDSIM Directions (page 63). The directions provide participants with step-by-step instructions for events in the simulation.

MIDSIM Memorandum (page 64). The memorandum informs participants of the agenda of the meeting.

The facilitator needs a copy of the reading "Exploring Feelings through Relaxation" (Structured Exercise 9, page 158).

## PHYSICAL SETTING

Any open space which will allow enough room for the group to meet without distractions.

## PROCEDURES

1. Describe the reasons for using a simulation and explain the objectives of this activity.

2. Form groups of 9 to 11 persons. Use alternate roles designated on the "MIDSIM Board Roster" for the tenth and eleventh positions. Distribute a copy of the "MIDSIM Directions" and the "MIDSIM Memorandum" to each participant. Instruct participants to read the directions and then the memorandum.

3. While they are reading, pass out the packets. Remind participants to read their "MIDSIM Role Description" and to put on their "Role Card."

4. When all participants have put on their role cards, use Structured Exercise 9 to help them relax. Before ending the relaxation period, help participants to assume their roles. Suggest that they put themselves into their roles by imagining:

   the physical characteristics of that person;

   the mannerisms, gestures, and idiosyncrasies of that person;

   the feelings, thoughts, and attitudes of that person.

   End the relaxation period.

5. Tell the participants to read the "MIDSIM Program Sheet" and the "MIDSIM Board Roster" in their packets. Encourage them to do this from the point of view of the person they are playing.

6. After a few minutes, tell the president of the board to begin the meeting by having participants introduce themselves in their new roles.

7. During the simulation, be available to clarify procedures and answer questions. Record observations about group interaction for use in the post-simulation discussion.

8. End the simulation when the group has had sufficient time to explore the issues. Usually, this takes 45 minutes to an hour.

9. Bring all participants together for the process of analyzing what happened during the simulation. Consider using questions such as the following:

   a. How did you feel in the role you assumed? How much of it was you and how much of it was the role? What insights did you gain by playing this particular person? How did you like the person whose role you enacted?

   b. What observations can you make about the group's interaction? Did any individuals dominate the group? Were any individuals passive? How were stereotypical roles acted out in the group?

c. What problems did your group experience in trying to reach a decision? What issues created the most controversy? Why?

d. What conclusions can you draw about sex-role stereotyping from the simulation? Does stereotyping affect your organization? How? Did the simulation parallel some of the interaction that occurs in your own organization?

# MIDSIM ROLE DESCRIPTION

## NAME AND INFORMATION

Alfred Falconi, Co-President of MCEA
35 years old, male
Father of two preschool children
Husband of Catherine Falconi

## OCCUPATION

Manager of medium-sized business

## PERSONALITY CHARACTERISTICS

Aggressive, young businessman
Commanding voice, authoritarian attitude
Assumes a formal appearance
Perceives self as a competent decision maker

## VIEW OF ROLE ON BOARD

Place to exercise leadership skills

## FAVORITE EXPRESSION

"I think what we will do is..."

## DIRECTIONS

You wrote the memorandum which convened the upcoming meeting. Please run the meeting as you, Alfred Falconi, would conduct a meeting of similar importance.

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Mrs. Catherine Falconi, Co-President of MCEA
32 years old, female
Mother of two preschool children
Married to Mr. Alfred Falconi

### OCCUPATION

Elementary School Teacher before quitting to bear and raise two children

### PERSONALITY CHARACTERISTICS

Tidy, well-organized, empathic
Puts family first, MCEA second, and self last
Defers to husband during board meetings
Attends to all the details and all the arrangements for meetings

### VIEW OF ROLE ON BOARD

Place to expend energy in a worthwhile effort to improve the lives of families
Personal crusade

### FAVORITE EXPRESSION

"Well, Fred thinks..."

### DIRECTIONS

You, Cathy, will do what is best for families.

( ALTERNATE ROLE )

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Susan Lane, Secretary of MCEA
30 years old, female
Mother of a four-year-old daughter
Married ten years

### OCCUPATION

Secretary until daughter was born; presently does free-lance typing

### PERSONALITY CHARACTERISTICS

Demure, self-conscious
Smiles often, looks to others for approval
Seldom speaks; takes copious notes
Defers to others

### VIEW OF ROLE ON BOARD

Serves at the prodding of her neighbor, Catherine Miller

### FAVORITE EXPRESSION

When asked for an opinion, "I agree with..."

### DIRECTIONS

You, Susan, will take plenty of notes during the meeting.

( ALTERNATE ROLE )

# MIDSIM ROLE DESCRIPTION

## NAME AND INFORMATION

Lou Connor, Immediate Past President of MCEA
40 years old, male
Divorced and remarried
Three children by first marriage, one child by present marriage

## OCCUPATION

Guidance Counselor

## PERSONALITY CHARACTERISTICS

Soft-spoken, gentle but firm manner
Shuns labeling people and attempts to see each person as an individual
Comfortable with conflict
Likes to take control

## VIEW OF ROLE ON BOARD

MCEA helped him get close to his wife and child
MCEA goals coincide with his humanistic philosophy
Place to make a contribution

## FAVORITE EXPRESSION

"Let's consider the options and then decide what is best for the couples."

## DIRECTIONS

Lou, you are very aware of how stereotyping limits individuals' options . Other board members do not possess your awareness.

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Frank Powell, Member-at-Large of MCEA
29 years old, male
Father of one child
Married

### OCCUPATION

Physical Therapist

### PERSONALITY CHARACTERISTICS

"Nice guy" image
Chuckles a lot and jokes around, sees himself as a clown
Free with compliments
Whispers to persons beside him during meeting
Introduces subject matter which others don't see as relevant

### VIEW OF ROLE ON BOARD

Not sure of this

### FAVORITE EXPRESSION

I don't know if you can understand me, but..."

### DIRECTIONS

You, Frank, really enjoy going to these meetings, but you don't understand what all the fuss is about.

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Ms. Elaine Stark, Vice-President of Administration
29 years old, female
Single

### OCCUPATION

Social Worker

### PERSONALITY CHARACTERISTICS

Friendly, peacemaker, not comfortable with conflict
Supportive of women
Leans toward feminism, but does not say so publicly

### VIEW OF ROLE ON BOARD

To support childbearing women

### FAVORITE EXPRESSION

"It seems that _____(add name)_____ had a point when she said that..."

### DIRECTIONS

You, Elaine, spend most of your time supporting women. Continue to do so during the emergency meeting.

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Betty Wissolik, Member-at-Large for MCEA
28 years old, female
Mother of two preschool children
Recently divorced

### OCCUPATION

Textile Factory Worker
Union Official

### PERSONALITY CHARACTERISTICS

Assertive and confident
Has well-formulated ideas
Speaks clearly and concisely
Perceives self as a feminist

### VIEW OF ROLE ON BOARD

Consistent with feminist politics
A place to make a political statement
Crusader

### FAVORITE EXPRESSION

"I really believe that..."

### DIRECTIONS

You, Betty, are well aware of how stereotyping has affected women. This is a chance to help others see the connnection.

60

# MIDSIM ROLE DESCRIPTION

## NAME AND INFORMATION

Nancy Raymond, Coordinator of Prenatal Education for MCEA
36 years old, female
Mother of four active children
Married

## OCCUPATION

Former Nurse, Professional Mother

## PERSONALITY CHARACTERISTICS

High energy, bursting with enthusiasm
Slightly extroverted, good listener
Very knowledgeable about childbirth issues
Aware of feminist movement but doesn't consider herself a "libber"

## VIEW OF ROLE ON BOARD

To help young families get a proper start in raising children

## FAVORITE EXPRESSION

"I see what you mean."

## DIRECTIONS

You, Nancy, are a successful mother. You will contribute a great deal to the emergency meeting.

# MIDSIM ROLE DESCRIPTION

## NAME AND INFORMATION

Mrs. Cora Sue Woods, Member-at-Large
36 years old, female
Mother of five children
Married

## OCCUPATION

Nutritionist, full-time Wife and Mother

## PERSONALITY CHARACTERISTICS

Has a well-defined value system and lives by its tenets
Sees motherhood as the foundation of family life and families as the cornerstone of healthy societies
Assertive

## VIEW OF ROLE ON BOARD

To reinforce the role of women as wife and mother
Morally committed to the role of women as stated above

## FAVORITE EXPRESSION

"It's the proper thing to do!"

## DIRECTIONS

Mrs. Woods, you must be sure in your own mind that adopting this program is the right thing to do.

## MIDSIM ROLE DESCRIPTION

### NAME AND INFORMATION

Mr. Robert Hess, Treasurer for MCEA
33 years old, male
Father of two children
Married

### OCCUPATION

Certified Public Accountant for small accounting firm

### PERSONALITY CHARACTERISTICS

Meticulous, objective, and slightly on the fussy side
Proper and polite in human relationships
Socially and politically conservative

### VIEW OF ROLE ON BOARD

Serves at request of his wife
To add a community service item to his resume

### FAVORITE EXPRESSION

"As a matter of fact,..."

### DIRECTIONS

You, Mr. Hess, don't know much about sex-role stereotyping. It doesn't appear that the program will affect the finances of MCEA.

# MIDSIM ROLE DESCRIPTION

## NAME AND INFORMATION

Dr. David Brown, Advisor
53 years old, male

## OCCUPATION

Chief of Obstetrics at Midtown General Hosptial

## PERSONALITY CHARACTERISTICS

Paternalistic, authoritarian
Verbally aggressive
Traditional
Opinionated
Extremely clinical in approach to patients

## VIEW OF ROLE ON BOARD

To provide necessary expertise and professional guidance

## FAVORITE EXPRESSION

"In all my years of professional experience,..."

## DIRECTIONS

Dr. Brown, you seriously question the relevance of the training. You will argue against it.

## MIDSIM DIRECTIONS

1. You are about to participate in a simulation. The experience is designed to deepen your awareness of issues surrounding sex-role stereotyping. Attempt to make this simulation as true to life as you can.

2. You have been given a copy of a memorandum explaining that an emergency board meeting has been called. When you finish these directions, read the "MIDSIM Memorandum."

3. In the packet you are to receive, there will be a sheet entitled "MIDSIM Role Description." This is a description of the role you are to assume in the simulation. Please read it carefully.

4. Put on your "Role Card" when you finish reading your role description.

5. The facilitators will help you get into your role.

6. Also included in your packet are materials you will need in order to participate in the board meeting. Read the "MIDSIM Program Sheet" and the "MIDSIM Board Roster."

MIDSIM MEMORANDUM

June 1, 1981

TO: ALL BOARD MEMBERS

FROM: ALFRED MILLER, CO-PRESIDENT

SUBJECT: EMERGENCY BOARD MEETING OF THE MIDTOWN CHILDBIRTH EDUCATION ASSOCIATION

It has been brought to my attention by some childbirth instructors that there will be an opportunity for some of them and some of us to attend a workshop on sex-role stereotyping. I gather that the nature of the topics which are discussed in this seminar are controversial. Some of you have already informed me that you don't think they are relevant to childbirth education.

Others of you apparently think that they are extremely important. At any rate, it is essential that the board meet immediately and decide whether or not it wishes to endorse the training, since the only time slot available to us is next Friday and Saturday (June 5 and 6, 1981).

The emergency board meeting will be at the community center on June 1, 1981, at 8:00 p.m.

## MIDSIM BOARD ROSTER

1. ALFRED FALCONI
   Co-President
   35 years old, male, white, father of two preschool children, married
   Occupation: Manager of medium-sized business

2. MRS. CATHERINE FALCONI
   Co-President
   (ALTERNATE)
   32 years old, female, white, mother of two preschool children, married
   Occupation: Elementary School Teacher before quitting to bear and raise children

3. SUSAN LANE
   Secretary
   (ALTERNATE)
   30 years old, female, white, mother of a four-year-old daughter, married
   Occupation: Former Secretary

4. LOU CONNOR
   Immediate Past President
   40 years old, male, white, divorced and remarried, three children by first marriage, one child by present
   Occupation: Guidance Counselor

5. FRANK POWELL
   Childbirth Educator
   29 years old, male, white, father of one child, married
   Occupation: Physical Therapist

6. MS. ELAINE STARK
   Vice-President of Administration
   29 years old, female, black, single
   Occupation: Social Worker

7. BETTY WISSOLIK
   Member-at-Large
   28 years old, female, white, mother of two preschool children, recently divorced
   Occupation: Textile Factory Worker, Union Official

8. NANCY RAYMOND
   Coordinator of Pre-natal Education
   36 years old, female, white, mother of four active children, married
   Occupation: Former Nurse, Professional Mother

9. MRS. CORA SUE WOODS
   Member-at-Large
   36 years old, female, white, mother of five children, married
   Occupation: Nutritionist, full-time Wife and Mother

10. MR. ROBERT HESS
    Treasurer
    33 years old, male, white, father of two children, married
    Occupation: Certified Public Accountant

11. DR. DAVID BROWN
    Advisor
    53 years old, male, white
    Occupation: Chief of Obstetrics at Midtown General Hospital

## MIDSIM PROGRAM SHEET

The ALERT workshop deals with the issue of sex-role stereotyping through the instructional vehicle of human relations training. The program is divided into seven self-contained modules which are outlined below.

MODULE 1 INTRODUCTION

MODULE 2 PHYSIOLOGICAL AND PSYCHOLOGICAL DIFFERENCES BETWEEN WOMEN AND MEN

Explores the social consequences of the similarities and differences between women and men. Investigates the status of women and men in contemporary society. Helps participants evaluate their own sex-role attitudes.

MODULE 3 INTERPERSONAL COMMUNICATION SKILLS

Develops basic interpersonal communication skills through exercises, practice, and discussion.

MODULE 4 MARRIAGE AND CHILD REARING

Considers the relationship between sex-role stereotyping and marriage. Researches and evaluates the messages children receive from the media, schools, and other institutions. Generates feelings about a society where sex roles are reversed.

MODULE 5 FEEDBACK AND VALUES

Teaches the rationale and techniques of providing constructive criticism and positive reinforcement. Helps participants define and analyze their values regarding the effects of stereotyping on the socialization process.

MODULE 6 ASSERTIVENESS TRAINING

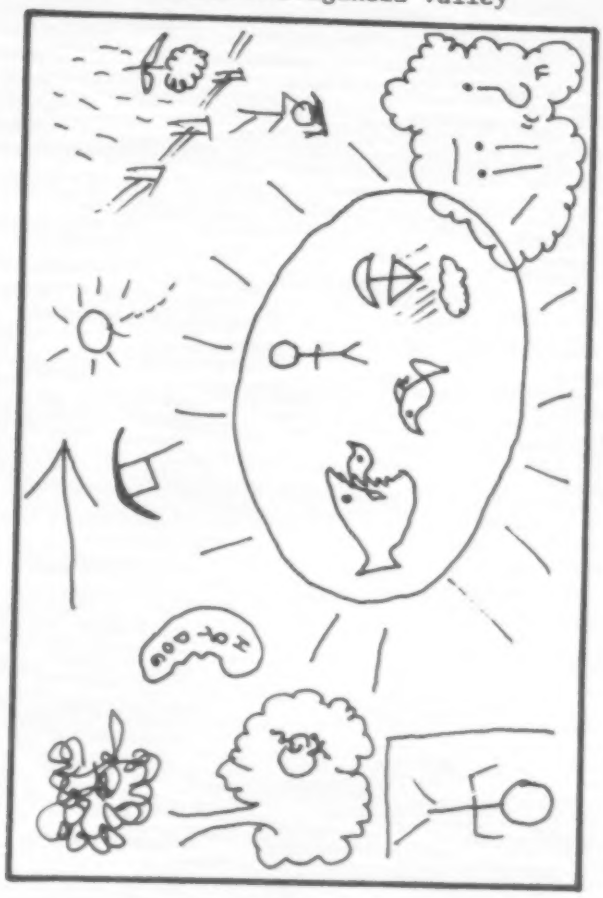
Distinguishes between passive, aggressive, and assertive behavior. Shows how these behaviors are linked to sex-role stereotyping. Provides practice in assertiveness.

MODULE 7 CHILDBIRTH EDUCATION STRATEGIES

Gives participants practical suggestions for reducing sex-role stereotyping, which is reinforced in many childbirth education classes and childbirth organizations.

# LECTURETTES

Childbirth Education Association
of the
Greater Monongahela Valley



## LECTURETTES

Lecturettes are brief presentations on any subject matter in a workshop. Lecturettes can introduce new topics, outline specific material, or explain basic concepts. They are most effective when supplemented by audiovisual materials.

LECTURETTE 1

## GOALS, CONTENT, PROCESS, AND ASSUMPTIONS OF A SEX-ROLE STEREOTYPING WORKSHOP

### OBJECTIVES

To provide participants with an overview of the entire workshop

To highlight the content of the workshop

To introduce the process skills that will be developed during the workshop

To acquaint participants with the methods employed in Human Relations Training

### TIME

10 to 15 minutes

### OUTLINE

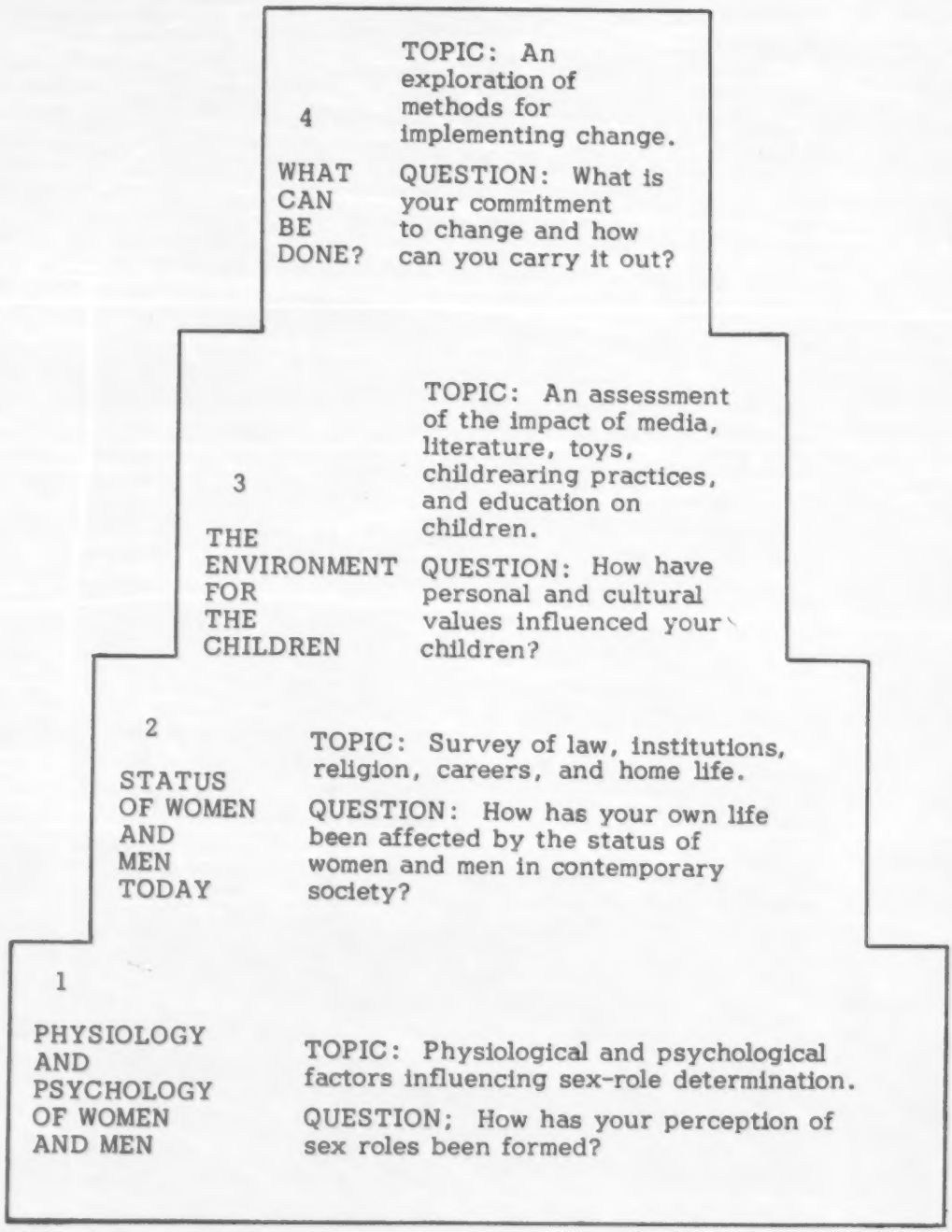
A. Goals

1. To develop an awareness of sex-role stereotyping. The workshop provides participants with a variety of experiences dealing with the issue of sex-role stereotyping. This enables the participants to analyze and evaluate opinions and feelings about these issues.

2. To expand and clarify alternatives to sex-role stereotyping. The workshop promotes the view that individuals should feel free to choose from a wide range of behavioral responses and not be limited to predetermined patterns based on sex.

3. To help concerned persons develop and implement strategies which reduce stereotyping and promote equity for the children of today and tomorrow. The workshop helps participants apply skills and knowledge they have acquired and suggests changes they can institute in their own organizations.

B. Pyramid of Content


4
TOPIC: An exploration of methods for implementing change.
WHAT CAN BE DONE?
QUESTION: What is your commitment to change and how can you carry it out?
3
TOPIC: An assessment of the impact of media, literature, toys, childrearing practices, and education on children.
THE ENVIRONMENT FOR THE CHILDREN
QUESTION: How have personal and cultural values influenced your children?
2
TOPIC: Survey of law, institutions, religion, careers, and home life.
STATUS OF WOMEN AND MEN TODAY
QUESTION: How has your own life been affected by the status of women and men in contemporary society?
1
PHYSIOLOGY AND PSYCHOLOGY OF WOMEN AND MEN
TOPIC: Physiological and psychological factors influencing sex-role determination.
QUESTION; How has your perception of sex roles been formed?

C. Process Skills

1. Attending Behavior

   Involves increased awareness of the verbal and nonverbal messages used in communicating.

2. Active Listening

   Heightens the understanding of what is being communicated.

3. Feedback

   Helps individuals provide others with constructive information about the effects of their behavior.

4. Assertiveness

   Teaches individuals to respond in ways that guarantee the rights of all parties involved.

D. Assumptions

1. Learning by Doing

   Involves participants actively in the learning process. Encourages them to evaluate the way they learn.

2. Being Open

   Fosters an atmosphere of trust and sensitivity to the feelings of others. Encourages appropriate self-disclosure.

3. Focusing on the "Here and Now"

   Deals with feelings, thoughts, and experiences as they occur in the workshop. Relates past events to current issues.

SUGGESTIONS

A. Use a visual when presenting the Pyramid of Content. The pyramid approach assumes that one section forms the basis of the next. To emphasize the sequencing, use a transparency, with each section being an overlay, or design a graphic which allows the placing of one section upon another.

B. Before introducing the process skills, read the following sections: Lecturettes 5, 6, 7, 10, 12, 13, and 14; Structured Exercises 5, 6, 7, 12, 15, 16, 17, and 18.

C. Before introducing the assumptions, refer to the third section of the manual, "Human Relations Training: A Perspective."

LECTURETTE 2

## PHYSIOLOGICAL AND PSYCHOLOGICAL DIFFERENCES BETWEEN WOMEN AND MEN

### OBJECTIVES

To acquaint participants with the major physiological differences between women and men

To clarify the prevalent view of the psychological differences between women and men

### TIME

15 minutes

### OUTLINE

A. Physiological Differences (list does not include all differences)

| Female | Male |
|---|---|
| XX Chromosome | XY Chromosome |
| Estrogen | Androgen |
| Progesterone | Testosterone |
| Ovary | Prostate |
| Uterus | Testes |
| Vagina | Penis |
| Fallopian Tube | Vas |
| Clitoris | Scrotum |
| Menstruation | Semen |
| Ova | Sperm |
| Breast Development | Large Bone Structure |
| Gestation | Body Hair |
| Lactation | Deep Voice |

B. Psychological Differences (Prevalent View)

| Female | Male |
|---|---|
| Compassionate | Aggressive |
| Cooperative | Athletic |
| Dependent | Competitive |
| Emotional | Defensive of Beliefs |
| Gentle | Independent |
| Nurturant | Individualistic |
| Passive | Influential |
| Sensitive | Objective |
| Understanding | Powerful |
| Warm | Self-Reliant |

## SUGGESTIONS

A. Present both lists to participants. Clarify points of confusion and elaborate upon areas of interest. Encourage participants to make observations about the differences.

B. If time permits, do not present the differences but have participants brainstorm the items and create their own lists.

## RESOURCES

McCary, James Leslie. McCary's Human Sexuality. 3rd ed. New York: Van Nostrand Reinhold Company, 1978.

Miller, Jean Baker. Toward a New Psychology of Women. Boston: Beacon Press, 1976.

## LECTURETTE 3

## ANDROGYNY

### OBJECTIVES

To introduce the concept of androgyny

To help participants realize that it is a mistake to assign psychological characteristics exclusively to one sex

To encourage participants to commit themselves to more androgynous patterns of behavior

### TIME

10 to 15 minutes

### OUTLINE

A. Definition of Androgyny

The capability of selecting appropriate behaviors, whether "masculine" or "feminine," for a particular situation.

B. Theories of Sex-Role Determination

1. Biological Determinism

Postulates the view that the roles women and men assume are a result of physiological differences.

2. Cultural Determinism

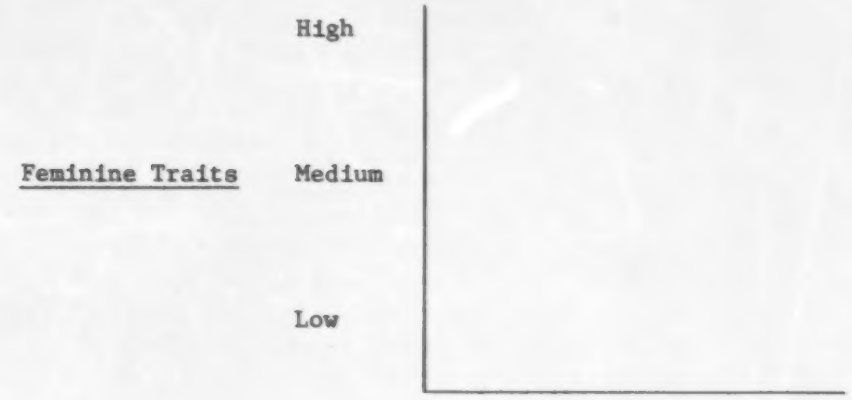
Takes the position that social and cultural factors define sex roles.

3. Biosocial View

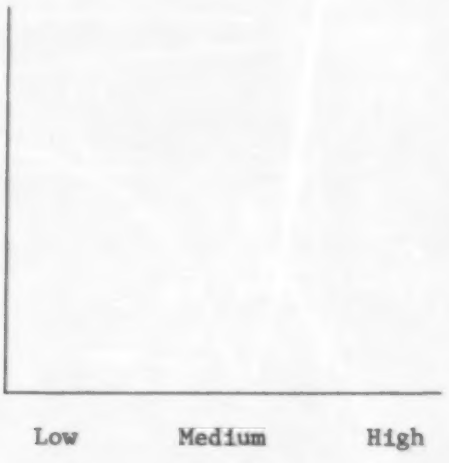
Maintains that sex-role definition is the result of the interaction between physiological and cultural factors.

C. A Schematic Conception of Androgyny

1. Think of positive personality traits (e.g., nurturance, empathy, gentleness) commonly assigned to women as being represented by the vertical axis of a graph.

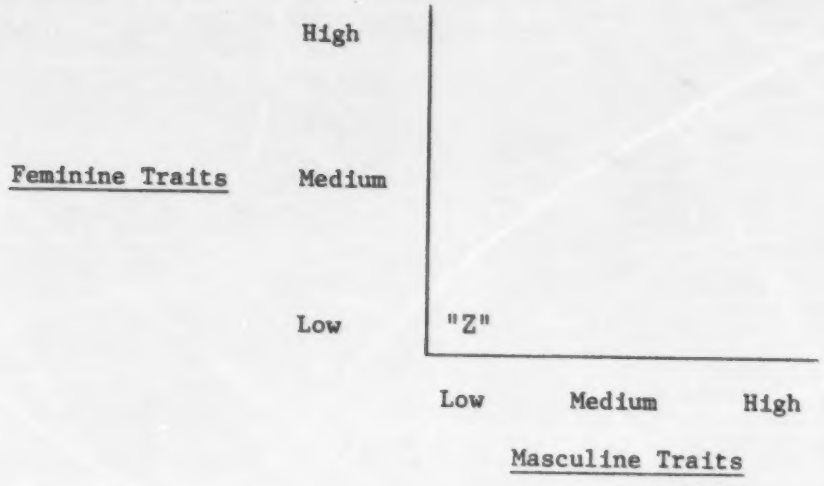



2. Think of positive personality traits (e.g., independence, objectivity, assertion) commonly assigned to men as being represented by the horizontal axis of a graph.

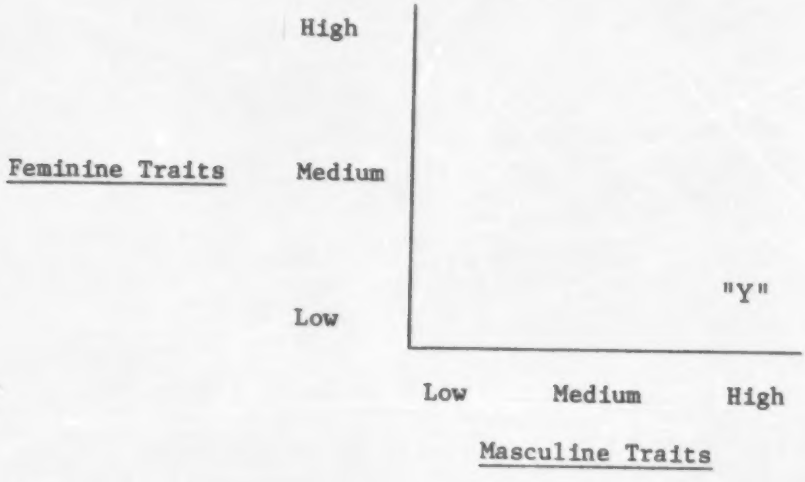


3. Using this approach, consider the following examples:

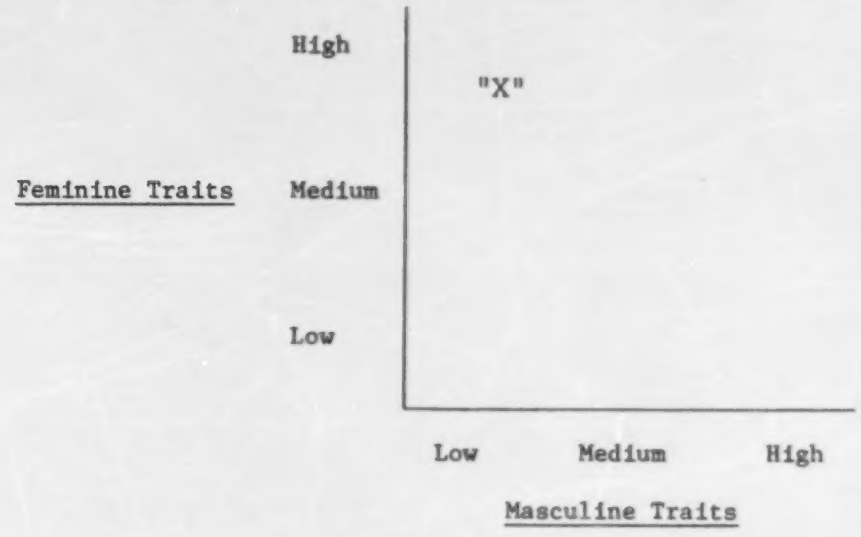
(a) "Z" scores low on feminine and low on masculine traits and therefore is placed in the lower left quadrant of the graph.



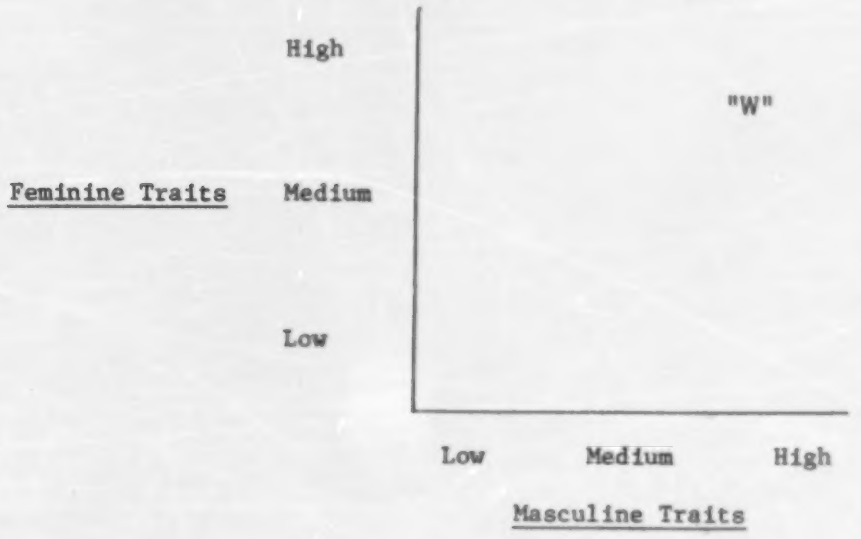

(b) "Y" scores low on the feminine and high on the masculine traits and therefore is placed in the lower right quadrant of the graph.



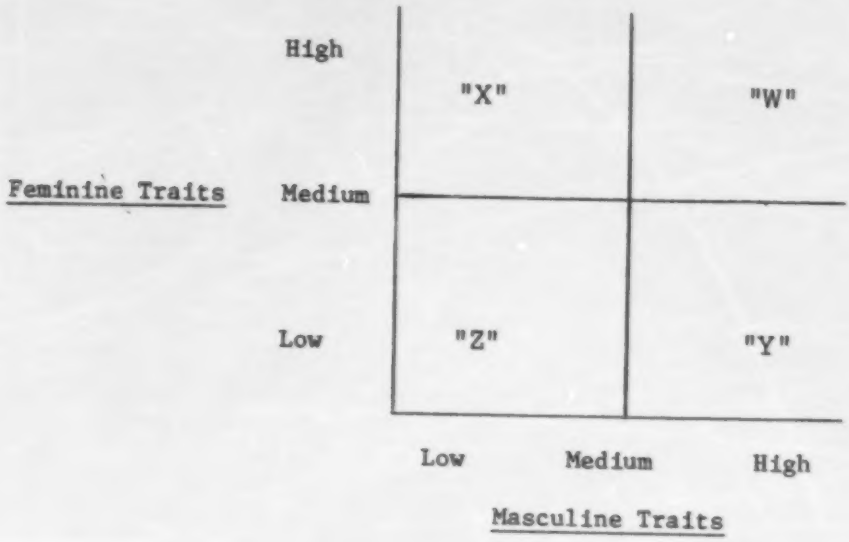
(c) "X" scores high on the feminine and low on the masculine traits and therefore is placed in the upper left quadrant of the graph.




(d) "W" scores high on both dimensions and therefore is placed in the upper right quadrant of the graph.



(e) The four persons occupy different places because each exhibits different traits. It is clear that "W," regardless of her/his sex, has a greater repertoire of behavior than the others. The ideal is to possess the best qualities of both sexes. Psychologists refer to persons like "W" as androgynous because they exhibit both female and male behaviors.




D. In summary, it seems that an exclusively determinist approach, be it physiological or cultural, does not adequately describe the complexity of female/male behavior and emotions. Physiology is an important determinant, but so are experiences and opportunities. All of these factors play a part in forming unique individuals who defy gross generalizations. Women may learn some activities more easily than most men, but unless these activities are functions of one's anatomy, men can also learn them. The reverse of this is also true. The androgynous person who manifests both feminine and masculine traits is a more flexible and emotionally healthier person than one limited by stereotyped sex roles.

## SUGGESTIONS

The schematic conception of androgyny can be very confusing to participants. Acquire a clear understanding of the graphs before presenting them.

## RESOURCES

Rossi, Alice S. "The Biosocial Side of Parenthood." Human Nature (June 1978):72-79.

## LECTURETTE 4

## STATUS OF WOMEN AND MEN IN CONTEMPORARY SOCIETY

### OBJECTIVES

To present selected facts about the economic and social status of women and men in contemporary American society

To have participants draw conclusions about the status of women and men

### TIME

10 to 15 minutes

### OUTLINE

A. Social

1. Percentage of single-parent families headed by women and headed by men.
2. Availability of day care for working parents.
3. Percentage of women and men with four or more years of college who are in the labor force.
4. Equal Protection Clause of Article XIV of the U.S. Constitution.
5. Sections of Title VII of the Civil Rights Act of 1964 dealing with discrimination.
6. Sections of Title IX of the Education Amendments of 1972 dealing with sex discrimination.
7. Section One of the Equal Rights Amendment.
8. Basic provisions of the Federal Equal Pay Act of 1963.
9. Status of single fathers.

B. Economic

1. Percentage of women in the labor force.

2. Percentage of women and men in nontraditional occupations (e.g., women in medicine, carpentry; men in kindergarten teaching, nursing, etc.).

3. Percentage of pay disparity between women and men in selected occupations.

4. Percentage of all women who work outside the home.

5. Median dollar earnings for women and men. Average earnings for both.

6. Percentages of single, married, widowed, and divorced women who are in the labor force.

7. Percentage of women versus men in dead-end, menial jobs.

8. Percentage of women earning over $10,000, $15,000, and $20,000 compared to the percentage of men.

9. The ratio of college women to college men.

10. Paternity leave for fathers.

## SUGGESTIONS

Prepare handouts of the facts suggested here and/or any others relevant to the group. Review the data with participants and ask them to draw conclusions about the status of women and men in contemporary society. Summarize the discussion.

## RESOURCES

Department of Commerce

Employment Standards Administration, U.S. Department of Labor

Women's Bureau, U.S. Department of Labor

LECTURETTE 5

JOHARI WINDOW

OBJECTIVES

To help participants better understand the communication process

To provide a conceptual model of skills needed for effective communication

TIME

15 minutes

OUTLINE

A. Johari Window

| | KNOWN TO SELF | UNKNOWN TO SELF |
|---|---|---|
| KNOWN TO OTHERS | OPEN AREA | BLIND AREA |
| UNKNOWN TO OTHERS | HIDDEN AREA | UNKNOWN AREA |

B. Open Area

The OPEN AREA is known to self and to others; it includes obvious physical characteristics, observable behaviors, and publicly expressed ideas and feelings.

C. Hidden Area

The HIDDEN AREA is known to self but unknown to others; it includes behaviors, feelings, values, motives, and attitudes of which a person is conscious, but which she/he has not revealed to others.

D. Blind Area

The BLIND AREA is unknown to self but known to others; it includes behaviors, feelings, values, motives, and attitudes which a person unconsciously reveals by gestures, mannerisms, and observable actions.

E. Unknown Area

The UNKNOWN AREA is unknown to self and to others; it includes those feelings of which one is not aware.

## SUGGESTIONS

Use a visual with the Johari Window. Give examples from each area and request examples from participants. Show that effective communication will enlarge the open area while diminishing the hidden and blind areas.

## RESOURCES

Luft, Joseph. Of Human Interaction. Palo Alto, Calif.: National Press Books, 1969.

LECTURETTE 6

## ATTENDING BEHAVIOR

### OBJECTIVES

To sensitize participants to nonverbal communication

### TIME

10 minutes

### OUTLINE

A. Place of Attending Behavior in the Communication Process

JOHARI WINDOW

| | KNOWN TO SELF | UNKNOWN TO SELF |
|---|---|---|
| KNOWN TO OTHERS | OPEN AREA<br>SKILL: Attending Behavior | BLIND AREA |
| UNKNOWN TO OTHERS | HIDDEN AREA | UNKNOWN AREA |

B. Definition of Attending Behavior

Those skills associated with paying attention to and closely observing nonverbal cues which a person uses to communicate.

C. Importance of Attending Behavior

1. Nonverbal communication is an essential part of the entire communication process. It provides uncensored data about a speaker's feelings, motives, values, and attitudes.

2. Effective communication is enhanced by the ability to:

   (a) correctly read and interpret the nonverbal cues of others.

   (b) make one's own nonverbal cues fit the message one intends to communicate.

## SUGGESTIONS

Use a visual to show where attending behavior belongs in the Johari Window. Lead into Structured Exercise 5 by having participants brainstorm the nonverbal cues which they look for when talking with others. Explain that nonverbal cues are subject to interpretation. In a workshop the best way to verify an interpretation is by asking the other person what the cue means.

## RESOURCES

Sydnor, Granville L., and Parkhill, Nadine L. Systematic Human Relations Training: A Manual for Trainers. Minden, La.: Human Resources Development Institute, 1974.

LECTURETTE 7

## ACTIVE LISTENING

### OBJECTIVES

To help participants understand the importance of listening closely to a speaker

To help participants recognize the intended message of a communication

To make participants more aware of the messages they convey when they communicate

### TIME

20 minutes

### OUTLINE

A. Place of Active Listening in the Communication Process

JOHARI WINDOW

| | KNOWN TO SELF | UNKNOWN TO SELF |
|---|---|---|
| KNOWN TO OTHERS | OPEN AREA | BLIND AREA |
| UNKNOWN TO OTHERS | HIDDEN AREA<br>SKILL: Active Listening | UNKNOWN AREA |

B. Definition of Active Listening

Active listening enables a listener to understand, clarify, or add depth to the meaning of a communication sent by another.

C. Essential Ingredients of Active Listening

1. Authenticity

   Listener must be genuine in responding to a speaker.

2. Empathy

   Listener must be able to identify with a speaker's feelings.

3. Respect

   Listener must show proper regard for the feelings and ideas of the speaker.

D. Logical Sequence of Active Listening

1. Story

   Listener helps speaker articulate the circumstances which make up the experience.

2. Feelings

   Listener helps speaker identify feelings associated with the experience.

3. Causality

   Listener helps speaker discover how and why specific feelings become associated with certain events.

4. Summary

   Listener helps speaker restate the circumstances, label the feelings, and summarize the reasons for the feelings.

E. Obstacles to Active Listening

1. Tangential Responses

   Listener deviates from the speaker's communication by leading the speaker in another direction.

2. Inappropriate Interrogation

   Listener asks questions which are unrelated to the content of a speaker's communication.

3. Premature Advice

   Listener attempts to solve the speaker's problem before the speaker is ready for a solution.

## SUGGESTIONS

Use a visual of the Johari Window to show the place of active listening within the communication process. Model each phase of active listening to demonstrate what is meant by articulating the story, identifying the feeling, discovering the causality, and avoiding the obstacles. Give this lecturette in conjunction with Structured Exercise 7.

## RESOURCES

Jacobs, Beth; Buschman, Randall; Schaeffer, Donald; Dendy, Robert F.; and Stieber, Joan. Training Manual for Counseling Skills, adapted from A Survival Manual for the Drug Center Volunteer, National Drug Abuse Training Center, 1974.

LECTURETTE 6

## EQUAL MARRIAGE

### OBJECTIVES

To acquaint participants with the concept of equal marriage

To show participants how marriage affects the attitudes, beliefs, and values of children

### TIME

10 minutes

### OUTLINE

A. Characteristics of an Equal Marriage

1. It is based on mutual love and respect.
2. It is determined by the preferences, talents, and skills of both partners.
3. It is negotiated by both partners with full awareness of each other's needs.
4. It is fulfilled by both partners in an atmosphere of openness and trust.

B. How an Equal Marriage Contract Is Negotiated

1. Each partner has an equal voice in the determination of the contract.
2. Partners must decide upon the functions to be negotiated. Topics worthy of consideration are decision making, nurturing, housework, cooking, child rearing, child care, and career choice.
3. Partners should allocate tasks in the fairest manner possible.

C. Implications of Marriage on Attitudes, Beliefs, and Options for Children

1. Parents are primary role models for their children.

2. Children who are not conditioned by stereotypical sex roles are less impeded in their career and life options.

3. An equal marriage encourages nonstereotypical behavior in children.

4. Children will be better equipped to live independent lives if they are not conditioned by stereotypical sex roles.

## SUGGESTIONS

Have participants brainstorm the advantages and disadvantages of both equal marriage and a conventional marriage. Compare and contrast both.

## RESOURCES

Stapleton, Jean, and Bright, Richard. Equal Marriage. New York: Harper and Row, 1976.

## LECTURETTE 9

## CAUSES OF SEX-ROLE STEREOTYPING IN CHILDREN

### OBJECTIVES

To show participants how stereotypes are transmitted to children

To have the participants determine the presence or absence of stereotypes in selected materials

To help participants determine the effects of stereotyped messages

### TIME

15 to 20 minutes

### OUTLINE

A. Influences Which Teach and Reinforce Stereotyping

1. Significant Role Models

Children learn sex roles by imitating significant adults, particularly their parents. As they mature, other important figures such as teachers, coaches, and relatives influence their views of women and men.

2. Television

Television has a pervasive effect on American children. Because of the amount of hours a child spends viewing, television ranks high as an influence on attitudes toward sex roles. In many instances, the images portrayed are highly stereotypical.

3. Toys

Toys are instruments for directing children's behavior. Since they are often associated with a certain sex, toys can influence a child's identification with a particular sex role. When children are exposed only to toys associated with one sex, their behavior is often directed to narrow, stereotypical patterns.

4. Advertisements

   Ads tell a lot about how we view the sexes. They reflect society's biases about the status of women and men and reinforce most of the prevailing stereotypes.

5. Literature

   Some of the earliest impressions individuals have regarding the roles of women and men were formed by children's books.

6. Institutions

   A primary function of institutions such as churches, schools, and social organizations (scouts, Y's, sports leagues) is to socialize their members. Part of this process involves the delineation of sex roles.

B. Materials for Examination

Prepare the following:

1. A collage of magazine ads. Look through magazines which depict women and men in various ways. Choose some that are blatantly sexist, some that are subtle, and some that are not sexist at all.

2. Samples of children's stories or children's books. Choose a mixture of stereotypical and nonstereotypical examples.

3. A poster board display of television and radio commercials that employ stereotypes.

4. A poster board display of incidents in children's television programs that employ stereotypes.

5. A display of toy containers. Select packages which show children using the toy.

## SUGGESTIONS

As part of the lecturette, use the prepared materials for demonstration. Ask participants to identify stereotypes contained in the material. Discuss the effects of the six influences on their own and their children's attitudes. Follow the lecturette with Structured Exercise 11, "An Inquiry."

LECTURETTE 10

## FEEDBACK

### OBJECTIVES

To teach participants the importance of feedback in effective communication

To help participants discover how their behavior affects others

### TIME

10 to 15 minutes

### OUTLINE

A. Place of Feedback in the Communication Process

JOHARI WINDOW

| | KNOWN TO SELF | UNKNOWN TO SELF |
|---|---|---|
| KNOWN TO OTHERS | OPEN AREA | BLIND AREA<br>SKILL: Feedback |
| UNKNOWN TO OTHERS | HIDDEN AREA | UNKNOWN AREA |

B. Definition of Feedback

A communication which informs a person how her/his behavior is affecting others.

C. Types of Feedback

1. Helpful

   (a) positive: reinforces acceptable behavior

   (b) negative: constructively criticizes counter-productive behavior

2. Harmful

   (a) positive: reinforces unacceptable behavior

   (b) negative: criticizes counterproductive behavior in a judgmental manner

D. Guidelines for Feedback

1. For the giver of feedback

   (a) Concentrate on specific, observable, and modifiable behavior(s)

   (b) Describe rather than evaluate the behavior

   (c) Explain the personal reactions and feelings evoked in you by the behavior

   (d) Be sure to give your comments when the time is right

   (e) Provide feedback when solicited by the receiver

2. For the receiver of feedback

   (a) Clarify the giver's message

   (b) Check it out with others for accuracy

(c) Accept the feedback if it is accurate and helpful; reject it, if it is not

SUGGESTIONS

Use a visual to show where feedback fits into the Johari Window. Give examples of helpful and harmful feedback. Have participants give examples of their own. Model helpful feedback for the participants.

LECTURETTE 11

## THE IMPACT OF VALUES ON STEREOTYPING

### OBJECTIVES

To help participants realize how their value systems relate to stereotypical behavior

To have participants discover the ways in which children learn their values

### TIME

15 minutes

### OUTLINE

A. What is a value?

A value is a principle, standard, or ideal which a person holds in high regard and considers to be of significant worth. It determines a person's interpretation of and subsequent reactions to events. It includes both conscious and unconscious beliefs and attitudes.

B. Transmission of Sex Role Values

A person is taught the difference between feminine and masculine roles from infancy.

1. Some of these messages are intentionally and openly communicated. When integrated into the individual's value system, these become consciously accepted values.

2. Other values are learned by imitation. Parents are the primary role models for their children. Children acquire their early identity from their parents and sex-role identity is an integral part of this process.

3. Institutions such as churches and schools attempt to present values in a systematic fashion. They teach value systems which are based on clearly delineated rules and procedures.

4. As children mature, other persons shape their values. Examples of such individuals are peers, popular heroines and heroes, and influential adults.

C. Problems with Sex Role Values

1. In contemporary society, children attempt to integrate values which are frequently contradictory. They may see their parents modeling one set of values but hear them espousing another.

2. Even when the parents act in a manner consistent with their words and ideals, the children are subject to opposing values in the media, in school, in church, and in other social organizations.

3. Most of the sex-role values to which children are exposed today are stereotypical. These limit children and prevent them from considering other ways of acting.

## SUGGESTIONS

Have participants brainstorm their values which relate to sex roles. Ask them if any of the values are contradictory. Have them rank their values from most cherished to least important.

## RESOURCES

Simon, Sidney B.; Howe, Leland W.; and Kirschenbaum, Howard. Values Clarification. New York: Hart Publishing Company, 1972.

LECTURETTE 12

## ASSERTIVENESS TRAINING

### OBJECTIVES

To introduce the concept of assertiveness training

To provide participants with a rationale for improving assertiveness

### TIME

10 minutes

### OUTLINE

A. What is assertiveness training?

1. It is a process that helps people assert and maintain the rights to which they are entitled in interpersonal relationships.
2. It teaches the difference among passive, aggressive, and assertive behaviors.
3. It helps people eliminate self-defeating passive or aggressive behaviors in favor of healthier assertive ones.
4. It helps individuals gain more self-confidence.
5. It challenges people to take responsibility for their own lives.

B. How does assertiveness training relate to sex-role stereotyping?

1. It enables participants to recognize the stereotype associated with passive and aggressive patterns of behavior.
2. It helps participants to determine the causes and effects of passive and aggressive behaviors.

3. It offers participants techniques which can change stereotypical behavioral patterns.

4. It helps individuals become more androgynous. A definition of androgyny is given in Lecturette 3.

## SUGGESTIONS

To personalize this presentation, ask participants to relate incidents in which they have had difficulty being assertive. Such a discussion provides an excellent introduction to the points covered in this outline.

## RESOURCES

Phelps, Stanlee, and Austin, Nancy. The Assertive Woman. San Luis Obispo, Calif.: Impact Publishers, 1975.

Bloom, Lynn Z.; Coburn, Karen; and Pearlman, Joan. The New Assertive Woman. New York: Dell Publishing Co., 1975.

LECTURETTE 13

## ASSERTIVENESS MANIFESTO

### OBJECTIVES

To help participants realize that assertive individuals are aware of the personal rights to which they are entitled in human interaction

To have participants consider a personal statement of assertiveness

### TIME

10 to 15 minutes

### OUTLINE

The rights referred to when talking about assertiveness are personal ones. They are rights which must be secured and protected by each individual. The following is a list of some of these.

1. I am somebody. I respect your individuality and expect the same from you.
2. I expect you to take me seriously; what I have to say is important to me.
3. I can say "no" whenever I don't want to do what you ask.
4. I have to structure my own time to suit my own needs, but I'll try to be aware of your needs, too.
5. We need to set our own priorities. If they should conflict, we'll negotiate.
6. At times I must ask questions in order to understand. I expect you to be patient with me.
7. It is my prerogative to change my mind.

8. Sometimes I have opinions which differ from yours. I have the right to express and defend these positions.

9. I will express my preferences and you should do likewise.

10. If your behavior affects me in a negative way, I will ask you to change it.

11. It is important for me to express my feelings when I want to.

SUGGESTIONS

Using a visual or a handout, present the "Assertiveness Manifesto" to participants. Provide examples that are relevant to the problems faced by the group. For example, with a childbirth group use incidents from the health care provider and client relationship where assertiveness might be a problem. If time permits, have participants share their experiences with assertiveness problems.

LECTURETTE 14

## ASSERTIVENESS TECHNIQUES

### OBJECTIVES

To provide participants with practical suggestions for developing assertiveness

To demonstrate assertive techniques

### TIME

10 to 15 minutes

### OUTLINE

A. There are a number of ways to improve an individual's assertiveness. The following list explains some of the more significant techniques.

1. Be aware of nonverbal messages. Consider your posture, eye contact, facial expression, and distance from the person. Make sure all of these signs indicate that you mean what you say.

2. Use first-person messages. A first-person message describes the behavior and explains the effect it is having on you. Second person remarks are easily interpreted as direct attacks on another's behavior.

Example

Say: "I was bothered by your remark about the way I raise my children,"

rather than: "Your comment about the way I raise my children bothered me.

3. Don't apologize. Eliminate the expression "I'm sorry, but..." This shows uncertainty and clearly indicates a passive attitude.

4. Use short responses. If you draw out a statement, you risk becoming passive or aggressive.

5. Avoid hostile statements. They only escalate the negative feelings present in a conversation.

Example

Not Hostile: "I would appreciate it if you would give me a chance to speak my mind."

Hostile: "I can't stand you when you don't let me speak my mind."

6. Talk deliberately. Speaking too rapidly is a sign of nervousness and uncertainty. Consciously slow down--it does not seem as slow to the other person.

7. Project your voice. The stronger tone shows the seriousness of the message. Women especially should be conscious of this.

SUGGESTIONS

As you go through the list of techniques, model or role play situations showing proper and improper responses.

LECTURETTE 15

# STRATEGIES TO REDUCE SEX-ROLE STEREOTYPING IN CHILDBIRTH EDUCATION

## OBJECTIVES

To highlight areas in childbirth education where inequity exists

To suggest steps which will reduce stereotyping

To summarize the information derived from the workshop and to provide practical means of application to childbirth education

To offer encouragement and support to childbirth educators working toward nonsexist alternatives

## TIME

15 minutes

## OUTLINE

A. Sex-Role Stereotyping in Contemporary Childbirth Education

1. Literature in obstetrics, childbirth education, and parenting is heavily laden with sex-role stereotypes.

2. There is a considerable disparity in the ratio of female to male obstetricians, pediatricians, and childbirth educators.

3. Most midwives are women, but current laws limit their ability to perform all birthing practices.

4. Most childbirth education curricula are geared to women rather than to men.

B. Ways of Combating Sex-Role Stereotyping in Childbirth Education

1. Attend conferences or workshops which deal with sex-role stereotyping.

2. Evaluate your contributions to reducing sex-role stereotyping in your classes. (A "Sex-Role Awareness Survey for Childbirth Educators" is included with this lecturette).

3. Encourage local childbirth groups to sponsor workshops designed to reduce sex-role stereotyping.

4. Review reading material and class handouts to see if they reinforce stereotypical attitudes.

5. Have instructors observe each other in class with these questions in mind:

   (a) Does the instructor's language reinforce stereotyping?

   (b) Does the instructor's nonverbal communication reinforce stereotyping?

   (c) Does the instructor use audiovisual material which includes men as well as women?

6. Review class outlines with the issue of equity in mind.

7. Make sure that your organization's newsletter and official correspondence are nonsexist.

8. Model assertive and other nonstereotypical behaviors for clients, parents, colleagues, and other health care providers.

9. Solicit information from new and expectant parents regarding their perceptions of your class presentations and other interactions. (A "Student Survey" is included with this lecturette).

10. Ask co-workers for feedback about your handling of sex-role issues.

11. Build a support group of persons committed to nonsexist childbirth education.

## SUGGESTIONS

As part of the strategy to reduce sex-role stereotyping, use the instrument on pages 109-111 as pre- and post-tests. The first part, "Sex-Role Awareness Survey for Childbirth Educators," is a self-assessment tool. This survey helps childbirth educators focus upon critical sex-role issues which affect childbirth education. Childbirth educators may take this test before engaging in an awareness workshop. They can self-administer the test before and after the workshop, and thereby calculate their own progress toward sex-role awareness.

The second part, "Student Survey," complements the awareness survey. By administering this survey to their students, childbirth educators can systematically obtain feedback about their teaching behavior as it relates to sex-role stereotyping. It is suggested that educators give the test to one of their classes before they, the educators, attend the workshop. After attending the workshop, they should give the test to another class and compare the results.

Have participants in the workshop indicate which of the activities listed on page 107 appeal to them. Ask them for other possibilities. Use Structured Exercise 19, "Force Field Analysis: Solving Problems of Stereotyping," as a means of planning and implementing suggested changes.

## SEX-ROLE AWARENESS SURVEY FOR CHILDBIRTH EDUCATORS

For each of the following statements, mark how strongly you feel you project a particular attitude or behavior in your work as a childbirth educator.

0 - Never
1 - Seldom
2 - Usually
3 - Always

| | | | | |
|---|---|---|---|---|
| I encourage pregnant women to ask me as many questions as they want. | 0 | 1 | 2 | 3 |
| I encourage both parents to learn as much as they can about nurturing children. | 0 | 1 | 2 | 3 |
| I encourage pregnant women to express their negative as well as their positive feelings. | 0 | 1 | 2 | 3 |
| I teach both women and men that nutrition for the family is a major responsibility of both. | 0 | 1 | 2 | 3 |
| I encourage both women and men in class to discuss their emotions. | 0 | 1 | 2 | 3 |
| I include both women and men in discussions about sexual activity. | 0 | 1 | 2 | 3 |
| I assume that women as well as men will be the initiators of sex. | 0 | 1 | 2 | 3 |
| I direct the presentation to both women and men when talking about sexual experimentation with positions and activities. | 0 | 1 | 2 | 3 |
| I refer to the labor-support person as the labor partner and not the coach. | 0 | 1 | 2 | 3 |
| I reassure both women and men that feelings of fear, apprehension, and insecurity are common during pregnancy and labor. | 0 | 1 | 2 | 3 |
| I encourage couples to seek advice from many sources and decide what will work best for them. | 0 | 1 | 2 | 3 |
| I direct the presentation to both women and men when discussing the distribution of daily living and child care tasks after the birth of their baby. | 0 | 1 | 2 | 3 |

I offer women and men suggestions on how to share parenting tasks. 0 1 2 3

I stress the health rather than the cosmetic aspects of getting back into shape after the birth of the baby. 0 1 2 3

I include all persons in the discussion of responsibilities for birth control. 0 1 2 3

When speaking of the female sex, I refer to them as women and mothers, not as girls. 0 1 2 3

BACKGROUND KNOWLEDGE

Rate yourself according to your knowledge of the areas listed below. Use the following rating scale.

0 - None
1 - Limited Knowledge
2 - Moderate Knowledge
3 - Substantial Knowledge

I know how sex role stereotyping has affected maternity care. 0 1 2 3

I know how females and males are socialized. 0 1 2 3

I understand why women may choose to be passive in their childbirth requests and feel secure in being cared for by others. 0 1 2 3

I understand why many men have difficulty expressing feelings. 0 1 2 3

I know what political actions must take place for true freedom of choice in maternity care. 0 1 2 3

I know how to help couples express feelings. 0 1 2 3

I know how to help couples act assertively. 0 1 2 3

I am aware of myself as a role model to couples. 0 1 2 3

## STUDENT SURVEY

For each of the following statements, mark how strongly YOUR CHILDBIRTH INSTRUCTOR either encourages or discourages a particular attitude or behavior. For every statement, circle either +1, +2, 0, -2, or -1, depending on what you think your instructor has told your class. Please circle only one number for each statement.

-2 - strongly discourages
-1 - discourages
0 - neither encourages or discourages
+1 - encourages
+2 - strongly encourages

| | |
|---|---|
| Pregnant women should ask the instructor as many questions as they feel are necessary. | -2 -1 0 +1 +2 |
| Expectant fathers should freely express their feelings about their wives' pregnancy. | -2 -1 0 +1 +2 |
| Expectant couples should decide what they want in a birth experience and select a birth attendant whose ideas concur with theirs. | -2 -1 0 +1 +2 |
| Expectant parents ought to learn as much as they can about child raising and decide how they want to raise their children. | -2 -1 0 +1 +2 |
| An expectant father should be interested in his wife's pregnancy. | -2 -1 0 +1 +2 |
| Expectant parents ought to discuss how the birth will affect their lives. | -2 -1 0 +1 +2 |
| All women should become full-time mothers while their children are young. | -2 -1 0 +1 +2 |
| If a doctor recommends an episiotomy, a pregnant woman should follow the doctor's advice. | -2 -1 0 +1 +2 |
| A new father should routinely cuddle and play with his new baby. | -2 -1 0 +1 +2 |
| A pregnant woman should be careful not to bother her doctor with a lot of questions. | -2 -1 0 +1 +2 |
| Fathers should learn how to care for infants and routinely help to care for their newborns. | -2 -1 0 +1 +2 |

All women should stop working outside the home after their babies are born. -2 -1 0 +1 +2

Expectant fathers and new fathers ought routinely to do household chores such as dishwashing and cleaning. -2 -1 0 +1 +2

Expectant fathers should restrain emotions. -2 -1 0 +1 +2

Besides the tasks associated with mothering, women should feel free to pursue other interests. -2 -1 0 +1 +2

Expectant fathers should look forward to caring for and cuddling their infants. -2 -1 0 +1 +2

Expectant parents should plan beforehand how they are going to share the responsibilities of child care and housework. -2 -1 0 +1 +2

Does your instructor encourage everyone in the class to express her/his ideas about child raising, even when some people disagree?

_____Yes _____No

When your instructor refers to the unborn baby, which one of the following words does she/he usually use?

_____He _____She

_____Rarely either He or She _____He as often as She

When your instructor refers to the labor supporter, which one of the following words does the instructor usually use?

_____Labor Supporter _____Labor Partner _____Labor Coach

_____Husband _____Father _____Men

_____Combination of the above _____Rarely any of the above

When your instructor refers to the females in the class, which one of the following words does the instructor usually use?

_____Women _____Girls _____Mothers _____Wives

_____Combination of the above _____Rarely any of the above

LECTURETTE 16

## ASSERTIVE BEHAVIOR MATRIX

### OBJECTIVES

To provide a model for assessing a course of action in an interpersonal relationship

To clarify the range of responses available to assertive individuals

### TIME

15 to 20 minutes

### OUTLINE

Assertive Behavior Matrix

| POWER | | | |
|---|---|---|---|
| 3 | COMMAND 3.1 | CONFER 3.2 | COLLABORATE 3.3 |
| 2 | ARBITRATE 2.1 | BARGAIN (NEGOTIATE) 2.2 | ENTRUST 2.3 |
| 1 | WITHDRAW 1.1 | CONCEDE 1.2 | DEFER 1.3 |
| | 1 | 2 | 3 TRUST |

A. Assertive individuals must be aware of the possible responses which they can make in interpersonal relations. When deciding upon an assertive response, they have to consider the dimensions of power and trust. Power is the ability to compel another to action. It is central to the issue of equality. In an unequal relationship, one party has more power than the other. Trust refers to the confidence one places in another person, the respect one has for that person, and the reliance one has on that person.

B. The power-trust relationship is illustrated by the "Assertive Behavior Matrix" on the preceding page. The power dimension is designated by the vertical axis, and the trust dimension by the horizontal axis. The responses listed on the matrix represent the interaction of various degrees of power and trust. For example, coordinate 1.1 (Withdraw) shows a response involving minimal degrees of power and trust, whereas coordinate 3.3 (Collaborate) indicates a response when the highest degrees of the two variables exist.

C. Range of Responses

1.1 Withdraw

Situation: Low power, low trust

Definition: To disengage from a relationship or situation

Example: Joe Smith has a dispute with his boss about the use of sick leave. The boss is adamant about his interpretation. Since Joe doesn't trust his boss, he decides to drop the issue.

1.2 Concede

Situation: Low power, moderate trust

Definition: To yield to the decision of another

Example: Mary Jones, a college sophomore, questions her English professor about an item on a test. Although she contends the item is unfair, she acknowledges the professor's rationale for its inclusion on the test.

1.3 Defer

Situation: Low power, high trust

Definition: To permit the authority or expertise of another to take precedence

Example: Pat Mitchell is a childbirth educator who wants to institute a new teaching technique in her classes. When she approaches her superior about the idea, the supervisor explains the reasons it cannot be used. Pat accepts the judgment of her supervisor.

2.1 Arbitrate

Situation: Moderate power, low trust

Definition: To rely on a third party to settle a dispute

Example: Harold Ives and Beth Morgan represent different factions in the local PTA. They have been appointed to co-chair the speakers' committee, but find themselves at odds over the selection of the first speaker. Since neither respects the judgment of the other, they call upon the president of the P.T.A. to resolve the matter.

2.2 Bargain (Negotiate)

Situation: Moderate power, moderate trust

Definition: To reach a compromise

Example: The Sangsters, an expectant couple, do not wish to have any fetal heart monitoring. The doctor expresses a strong preference for using the monitor, but is also sensitive to her clients' rights. After considerable discussion, the Sangsters and the doctor agree to use the external fetal heart monitor at various intervals during the labor.

2.3 Entrust

Situation: Moderate power, high trust

Definition: To consign decision making to another

Example: Wilma and Lloyd Evans are trying to decide upon a twenty-fifth anniversary gift for their best friends, the Hogans. It is important to both that they select precisely the right gift. Because she is pressed for time in her business, Wilma tells Lloyd to go ahead and buy the gift without her.

3.1 Command

Situation: High power, low trust

Definition: To require another to abide by a decision

Example: Sally Fusco, a district sales manager for a large corporation, is approached by Bob Marshall, a new salesperson on the staff. Marshall wishes to employ a sales technique different from the one currently in use. Fusco explains the rationale for the present technique and orders Marshall to continue using it.

3.2 Confer

Situation: High power, moderate trust

Definition: To consider another's opinion when making a decision

Example: Gladys Martin is about to purchase a new automobile. Before making a final decision, she consults with her three teenage children about their preferences.

3.3 Collaborate

Situation: High power, high trust

Definition: To choose to work with another in decision making

Example: Melanie Neddam is teaching an assertiveness training course at a local college. At the first class meeting, the students indicate a desire to assume responsibility for the course content. Melanie decides to scrap her original outline and work with the students in developing a new curriculum.

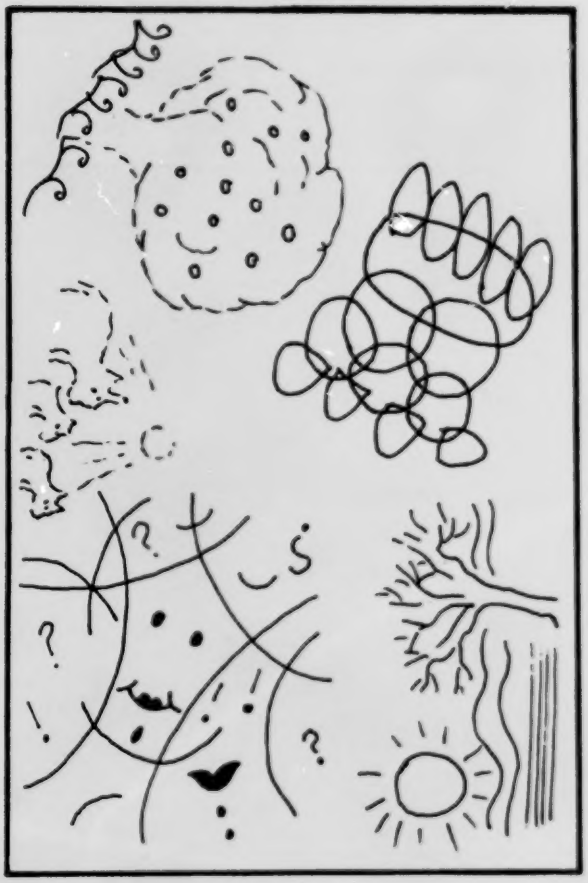
D. Individuals who have begun to practice assertiveness often disparage responses which they think are not assertive. For example, they may criticize withdrawal from an encounter without realizing that in some situations this is the most appropriate response. The failure to realize this is indicative of a narrow, one-dimensional conception of assertive behavior. The "Assertive Behavior Matrix" helps individuals gain a clearer understanding of the many nuances of interpersonal relationships involving decision making. The assertive individual can use the matrix to determine and evaluate the numerous courses of action available.

SUGGESTIONS

Use a visual to explain the matrix. Have participants suggest examples for each of the coordinates. Discuss possible applications of the matrix.

# WARM-UPS

Infant Toddler Project
Uniontown, Pa.



WARM-UPS

The success of a workshop depends upon the levels of respect, trust, openness, and intimacy which a group can establish. The purpose of a warm-up is to create an atmosphere which encourages participants to be responsive and interactive. The following warm-ups facilitate this process.

## WARM-UP 1

## GETTING TO KNOW YOU

### INTRODUCTION

This warm-up is designed exclusively for the beginning of a workshop. It introduces participants to one another.

### OBJECTIVES

To introduce the participants to each other

To lessen inhibitions by encouraging participants to approach one another

To have participants identify some of their personal characteristics in writing

To expose participants to nonverbal communication

### TIME

15 to 30 minutes

### MATERIALS

Index Cards
Pencils
Tape

### PROCEDURES

1. Introduce this activity as a means for participants to get to know one another better.

2. Distribute the materials. Instruct each participant to write a response on the card to the question, "How do you perceive yourself?" Allow a few minutes to do this.

3. Tell them to tape the card to their chest.

4. Direct participants to move around the room. While they are milling, they should read each others' cards. Talking is not permitted.

5. After participants have read all the cards, instruct them to write on their cards a response to the question, "How do others perceive you?"

6. Instruct participants to place cards on their chests, mill, and read the cards. Talking is permitted.

7. Lead a discussion about participants' reactions to the exercise.

WARM-UP 2

## BEST AND LEAST

### INTRODUCTION

This warm-up explores participants' attitudes about women and men. It is a diagnostic tool which indicates the different views of group members about sex roles. The facilitators can refer to the results of this warm-up throughout the entire workshop.

### OBJECTIVES

To encourage participants to state their views

To determine the similarities or differences of opinion among group members

To develop a collection of participants' views of women and men

### TIME

20 to 30 minutes

### MATERIALS

Newsprint
Markers
"Best and Least Worksheet"
Pencils

### PROCEDURES

1. Distribute "Best and Least Worksheet."

2. Tell participants they have only five minutes to complete the worksheet; emphasize the need to work quickly.

3. Prepare four sheets of newsprint with the following headings:

   Things I Like Best about Women

   Things I Like Best about Men

   Things I Like Least about Women

   Things I Like Least about Men

4. When participants have completed this worksheet, have them write their views on the appropriate sheet of newsprint.

5. Have participants spend some time studying the lists.

6. Lead a discussion about the information generated on the various sheets. Pose the following questions:

   What differences and/or similarities do you see?

   How do you feel about the characteristics on the lists?

   Are they accurate?

   Are they stereotypical?

## VARIATION

If the group is mixed, distinguish the men's responses from the women's by using different colored markers or by dividing the sheets into female/male columns.

## BEST AND LEAST WORKSHEET

| | |
|---|---|
| THINGS I LIKE BEST ABOUT WOMEN | THINGS I LIKE BEST ABOUT MEN |
| THINGS I LIKE LEAST ABOUT WOMEN | THINGS I LIKE LEAST ABOUT MEN |

WARM-UP 3

## I'M AN OBJECT

### INTRODUCTION

This warm-up works best with participants who already know each other and don't need to be introduced.

### OBJECTIVES

To relax participants at the opening of a session

To provide participants with the opportunity to express their feelings

To enable participants to understand one another better

### TIME

10 to 15 minutes

### MATERIALS

None

### PROCEDURES

1. Seat participants in a circle. Stand in the middle of the group and explain the purpose of the exercise.

2. Have participants relax and help them focus on their feelings at that moment.

3. Ask them to think of an object that represents those feelings.

4. After a few minutes, name the object you have chosen to represent your feelings and give a brief explanation for your choice.

5. Move from one participant to another, requiring each to respond to the question "What object do you feel like?", or to complete the statement "Right now I feel like..." Allow each participant time to explain her/his choice.

VARIATIONS

1. In step 3, ask participants to select a color that represents their feelings at that moment.

2. In step 3, ask participants to name a well-known member of the opposite sex they admire or identify with. After participants explain their selections, discuss questions such as the following:

   Who found it easier to make selections, the women or the men?

   What were the differences in the selections made by the women and the men?

   What conclusions can be drawn from the selections made?

WARM-UP 4

## ADJECTIVE GO-ROUND

### INTRODUCTION

This warm-up may be used as an introductory activity early in a workshop. It helps facilitators determine the awareness, enthusiasm, and attitudes of the participants. It also fosters group interaction by requiring each person to state a personally significant opinion about the opposite sex.

### OBJECTIVES

To relax participants at the opening of a session

To provide participants with the opportunity to express their feelings

To enable participants to understand one another better

To help facilitators diagnose the group

### TIME

10 to 20 minutes

### MATERIALS

Newsprint
Marker

### PROCEDURES

1. Have the group sit in a circle. Tape the newsprint to the wall.

2. Ask the participants to think of an adjective which best describes their opinion of the opposite sex.

3. After a few minutes, state the adjective you have chosen and write it on the newsprint.

4. Move from one participant to another, asking them to state the adjective they have chosen. As each responds, write the adjective on the newsprint.

5. When all the adjectives have been recorded, explain the reasons for your choice. Invite the participants to share their reasons, if they so choose.

6. Allow the participants to discuss their opinions, but discourage arguing.

## WARM-UP 5

## GROUP PICTURE

### INTRODUCTION

This warm-up is used as participants begin to form a group identity. It helps them to characterize the group and assists in group evaluation.

### OBJECTIVES

To portray visually participants' perceptions of the group

To foster group interaction

To help participants analyze the character of their group

### TIME

15 to 20 minutes

### MATERIALS

A variety of markers and/or crayons
Newsprint

### PROCEDURES

1. Place markers and newsprint on the floor or table in the middle of the group.

2. Have participants gather around the newsprint.

3. Ask participants to draw a picture of themselves as a group. Indicate that there are no restrictions on what or how much can be drawn. Instruct them to maintain silence during this part of the warm-up. Set a time limit of ten minutes.

4. When the time is up, lead a discussion of what the group picture indicates about the character of the group.

## VARIATION

All directions are the same, except that women and men are separated and two pictures are developed. Discussion should center around differences illustrated in the two pictures.

## WARM-UP 6

## DRAW YOURSELF

### INTRODUCTION

This opening warm-up is useful in helping participants examine their self-perceptions.

### OBJECTIVES

To relax participants at the beginning of a session

To provide participants with more information about each other

To increase participants' awareness of their feelings about themselves

### TIME

15 to 20 minutes

### MATERIALS

A number of markers and/or crayons
Tape
Paper

### PROCEDURES

1. Pass out the paper.

2. Ask each participant to draw a picture representing her-/himself. The picture may be symbolic or realistic. They may use any or all the markers or crayons.

3. When they are finished, direct participants to tape their drawings to the wall.

4. Have them explain their drawings in detail. Encourage questions and discussion.

VARIATIONS

1. Collect drawings and show them one at a time. Have members attempt to identify who did each one and why they think so. Make sure participants don't see each others' drawings beforehand.

2. Separate the drawings of women and men and display them. Look for similarities and differences. Discuss the factors that might explain any differences.

## WARM-UP 7

## THE TANGLE

### INTRODUCTION

This warm-up is an excellent way to enhance the relationships of group members who have already established a degree of rapport. Although it may be used at the beginning of a workshop, it is most effective in the middle or at the end.

### OBJECTIVES

To lessen inhibitions by encouraging participants to approach and touch one another

To have participants work together to solve a problem

To promote trust and intimacy among the participants

### TIME

10 to 15 minutes

### MATERIALS

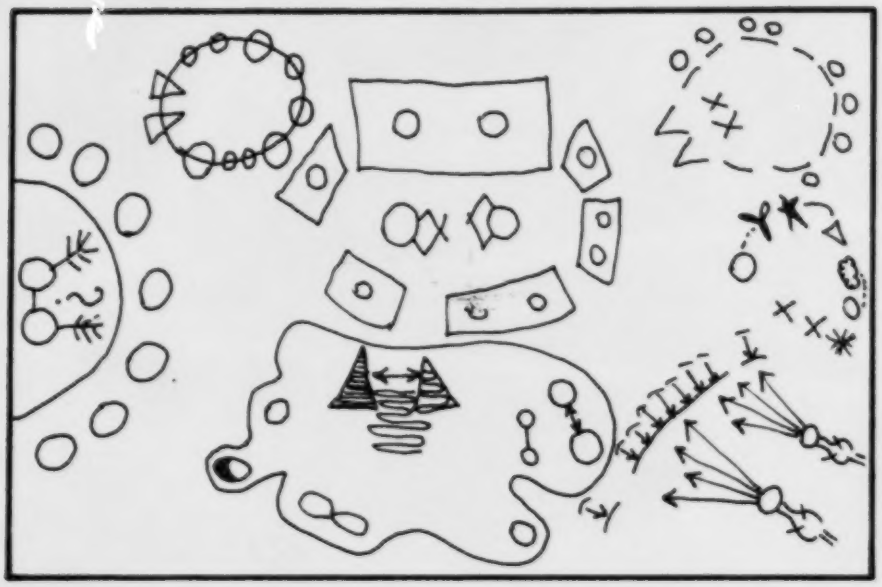
None

### PROCEDURES

1. Instruct participants to stand shoulder-to-shoulder in a circle.
2. Tell them to stretch their arms out in front of them and walk toward the center of the circle.
3. Have each person grasp a hand of a participant standing across from her/him. Tell them to do the same with the other hand. Each participant is now holding a hand of two different people.
4. Have the participants untangle without releasing their grips.

# STRUCTURED EXERCISES

Childbirth Education Association
of State College



STRUCTURED EXERCISES

Structured exercises are the core of any human relations workshop. They actively involve participants in the learning process by guiding them through a predetermined set of activities. The design of activities insures the achievement of the content and process objectives of a workshop.

## STRUCTURED EXERCISE 1

## BRAINSTORMING PROCESS

### INTRODUCTION

Brainstorming helps a group to think creatively and freely about a topic. First, the process reduces the participants' reluctance to suggest ideas. It solicits ideas as rapidly as possible and prohibits comments regarding the value of those ideas. Second, the process results in a full range of ideas concerning a topic. Ideas generate other ideas. Even if one idea appears outlandish, it may stimulate other more useful suggestions. The following exercise introduces participants to this process.

### OBJECTIVES

To help participants understand and use the technique of brainstorming

To provide practice in brainstorming

### TIME

10 to 15 minutes

### MATERIALS

Some common object such as a paper clip or rubber band
Paper
Pencils

### PROCEDURE

1. Explain what brainstorming is and why it is a useful technique. Emphasize that censoring is not permitted.

2. Appoint a participant to record responses.

3. Hold up some common object such as a paper clip, pencil, hair pin, etc., and ask the group to think of as many uses as possible for the object. Allow 30 seconds for this step.

4. As participants make suggestions, have the recorder list them. Do not permit discussion.

5. After the time is up, count the ideas. Note the large number of ideas suggested in the short amount of time available.

6. Explain the value of this process for generating ideas.

## VARIATION

Divide the participants into several small groups. Have the groups compete with one another.

## STRUCTURED EXERCISE 2

## BRAINSTORMING SOCIAL CONSEQUENCES

### INTRODUCTION

The differences in the physiologies of women and men have contributed to society's perception of sex roles. To what extent they have done so is the subject of great controversy. The following exercise gives participants a chance to explore the issue for themselves. It requires participants to theorize about the possible social consequences resulting from specific physiological differences.

### OBJECTIVES

To help participants clarify their thoughts about the consequences of female and male physiologies

### TIME

30 to 40 minutes

### MATERIALS

Newsprint
List of physiological characteristics of women and men
(see Lecturette 2, page 73)
Marker
Tape

### PROCEDURES

1. If the group is not experienced in the process of brainstorming, do Structured Exercise 1.

2. Divide the participants into two groups. Give the newsprint containing the male characteristics to one group and the newsprint containing the female characteristics to the other. Provide both groups with an additional blank sheet of newsprint.

3. Send each group to a different area of the room and have them post the list of characteristics in a conspicuous place. Tell them to brainstorm the social consequences of the physiological characteristics and record their ideas on the blank sheet. Allow ten minutes for this step.

4. Bring both groups together and ask each to explain their respective lists of ideas.

5. Lead a discussion keeping in mind questions such as:

   Are the social consequences clearly a result of the physiological characteristics or are they a result of cultural conditioning?

   Which social consequences inhibit equity?

   Which social consequences can be changed?

   Which social consequences should be changed?

VARIATIONS

1. Have the participants brainstorm the physiological differences before the beginning of the exercise.

2. Divide the groups according to sex. Have the men use the list of female characteristics and the women use the list of male characteristics.

## STRUCTURED EXERCISE 3

## SEX-ROLE INVENTORY

### INTRODUCTION

Contemporary culture defines numerous personality characteristics as exclusively female or exclusively male. As a result, an individual's potential for growth is limited. This exercise, combined with Lecturette 3, "Androgyny," provides participants with an opportunity to examine their own personality characteristics in terms of sex-role stereotyping.

### OBJECTIVES

To have participants clarify aspects of their personalities

To help participants visualize their personalities in terms of sex-role characteristics

To help participants understand the concept of androgyny

### TIME

20 to 30 minutes

### MATERIALS

"Sex-Role Inventory Worksheet"
"Sex-Role Inventory Graph"
"Sex-Role Inventory Graph" reproduced on newsprint or chalkboard
Tape
Pencils

### PROCEDURES

1. Pass out "Sex-Role Inventory" to participants and tell them to follow directions on the paper.

2. Instruct them first to total the left hand column (odd numbers) and then the right hand column (even numbers). When they are finished, inform them that the left hand column contains traits which are generally thought of as female characteristics and the right hand column contains traits generally thought of as male characteristics. Indicate that they are going to graph their scores.

3. Pass out the "Sex-Role Inventory Graph" to each participant. Explain the following procedures for graphing their scores:

   a. Mark the point on the female characteristics line that corresponds to the score achieved in the left hand column.

   b. Draw a line straight up from this point.

   c. Mark the point on the male characteristics line that corresponds to the score achieved in the right hand column.

   d. From this point draw a line straight across so that it intersects the other line at a right angle.

   e. Mark the intersection point with an "X."

4. Ask participants to mark their instersection point on the large "Sex-Role Inventory Graph" which previously has been drawn on newsprint or chalkboard.

5. Using the graph, give the lecturette on androgyny and lead a discussion on the concept of androgyny.

6. Lead participants in a discussion of the results and implications of their personal surveys.

VARIATION

Determine the men's average for male characteristics and for female characteristics. Mark the intersection of these two points on the large graph. Follow the same procedure for the women's scores. Continue steps 4, 5, and 6. Include in step 6 a discussion of the differences and similarities between the average scores of the women and the men.

## SEX-ROLE INVENTORY WORKSHEET

In this inventory, you will be presented with twenty personality characteristics. You are to use those characteristics in order to describe yourself. You are to indicate, on a scale from 1 to 7, how true of you these various characteristics are. Please do not leave any characteristic unmarked.

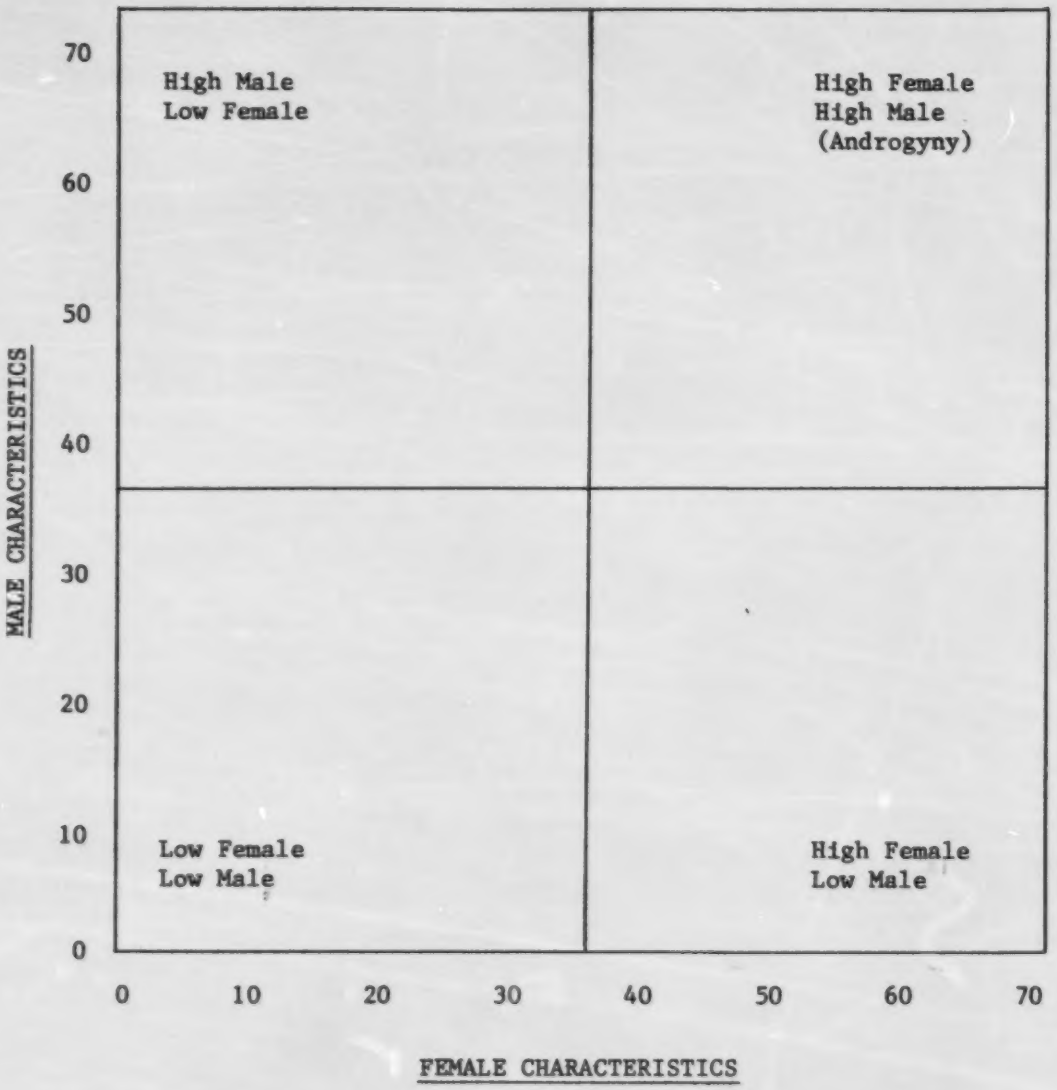
Example: _____Friendly

Mark a 1 if it is never or almost never true that you are friendly.
Mark a 2 if it is usually not true that you are friendly.
Mark a 3 if it is sometimes but infrequently true that you are friendly.
Mark a 4 if it is occasionally true that you are friendly.
Mark a 5 if it is often true that you are friendly.
Mark a 6 if it is usually true that you are friendly.
Mark a 7 if it is always or almost always true that you are friendly.

| | |
|---|---|
| _____1. Gentle | _____2. Individualistic |
| _____3. Warm | _____4. Competitive |
| _____5. Expresses Emotions | _____6. Self-Reliant |
| _____7. Peacemaker | _____8. Defends Beliefs |
| _____9. Affectionate | _____10. Independent |
| _____11. Understanding | _____12. Assertive |
| _____13. Compassionate | _____14. Analytical |
| _____15. Sensitive | _____16. Takes Charge |
| _____17. Nurturant | _____18. Athletic |
| _____19. Cooperative | _____20. Influential |

_____ _____

## SEX-ROLE INVENTORY GRAPH



## STRUCTURED EXERCISE 4

## THE CASE OF J. T. WILLIAMS

### INTRODUCTION

A clear indication of the status of women and men is the different advice each receives in similar circumstances. Because women and men are viewed as having different priorities, separate sets of expectations are assigned to them, even when the expectations are inappropriate. The inappropriate expectations often distort the responses given to the different sexes. The following exercise demonstrates how attitudes about sex roles influence the type of advice given to individuals. This exercise works best as an introduction to the status of women and men in contemporary society.

### OBJECTIVES

To show how sex-role perceptions influence attitudes and judgments

To stimulate discussion of the responsibilities involved in marriage

To raise questions about the status of women and men in contemporary society

### TIME

20 to 30 minutes

### MATERIALS

Three sets of worksheets: "Case of J. T. Williams," "Case of Joan T. Williams," and "Case of John T. Williams" (the worksheets are identical except for the first name at the top)

Pencils

### PROCEDURES

1. Divide the group into three sections.

2. Distribute the worksheets. One group will receive "The Case of J. T. Williams," one will get "The Case of Joan T. Williams," and the third will receive "The Case of John T. Williams."

3. Instruct the participants to read the case and discuss the suggested questions with the members of their section. Tell the group to reach a consensus on each question. Tell each section to appoint an individual to record the group's answers.

4. Once the answers have been recorded, bring the entire group together and explain the differences in the three cases.

5. Have the individual who recorded each group's answers present its responses.

6. Direct a discussion of the responses of each group. The following questions could be considered:

   Were there any differences in the responses? Why or why not?

   Would the groups' responses have been different if they had been given a sheet with a different name? Why or why not?

   What conclusions can be drawn from the exercise concerning the status of women and men in contemporary society?

VARIATIONS

1. Give all sections the "Case of J. T. Williams," but separate the groups according to sex. Other procedures remain the same except for step 6. In this case, the first question should be: Did you identify J. T. Williams as a woman or man? Why?

2. Separate sections according to sex and give "The Case of Joan T. Williams" to the male group and "The Case of John T. Williams" to the female group. Other procedures remain the same.

## THE CASE OF _____ WILLIAMS WORKSHEET

(Fill in J. T., Joan, or John T.)

A close friend of yours, _____ Williams is 29 years old, married, and has a six-year-old child. Williams, who works as a manager for a large industrial organization, was recently offered a promotion requiring relocation to a metropolitan area 1,000 miles away. The company gave Williams a week to decide to accept or reject the offer.

During that week, Williams tried to consider the pro's and con's of the new position. On the positive side, the job would mean a substantial increase in salary, excellent career opportunities, and relocation in a city which is an attractive area. On the negative side, Williams' spouse is also well situated in a job and does not want to move.

Williams has phoned you, explained the problem, and asked for your advice. Your are sure that your opinion would be weighed against the equally valued opinions of others. Because Williams values your advice, you want to help as much as possible.

What advice would you give Williams?

What reasons would you offer to support your opinions?

## STRUCTURED EXERCISE 5

## ATTENDING BEHAVIOR: TALKING WITHOUT LOOKING

### INTRODUCTION

In order to communicate effectively, individuals must be aware of what they are saying and how they are saying it. They need to develop sensitivity to the nonverbal cues as well as the verbal messages others are sending. This exercise will heighten participants' awareness of the nonverbal aspects of the communication process.

### OBJECTIVES

To help participants become aware of nonverbal communication

To help understand how nonverbal cues affect the total communication process

### TIME

15 to 20 minutes

### MATERIALS

None

### PROCEDURES

1. Divide the group into pairs.

2. Instruct each pair to carry on a conversation about any topic. Allow two minutes.

3. Interrupt the conversations, and explain to the participants that they should now continue the conversation with their eyes closed. There is usually some reluctance or hesitancy at this point. Emphasize that eyes should be closed during this stage of the exercise.

4. During the eyes-closed stage, observe any changes in the behavior of participants. Note these for use in the discussion to follow.

5. After two minutes, tell the group to stop.

6. Lead a discussion of the following question: In what ways was your conversation different when your eyes were closed? If necessary, mention the behavior observed in step 4.

## VARIATION

In step 3, require participants to continue the conversation without making any gestures or facial expressions. Have the participants discuss how this affected the process of communication.

## STRUCTURED EXERCISE 6

## TUNING IN: MODIFIED BRAINSTORMING

### INTRODUCTION

This exercise is designed for use with the preceding one, Structured Exercise 5, "Talking without Looking." In that exercise, participants were to become aware of nonverbal cues. The next step in understanding nonverbal aspects of communication is to identify and classify these cues. By using a modified form of brainstorming, the group will be able to generate and organize a comprehensive list of nonverbal behaviors.

### OBJECTIVES

To have participants identify nonverbal behaviors involved in communication

To help participants categorize nonverbal cues

### TIME

10 to 15 minutes

### MATERIALS

Newsprint
Marker

### PROCEDURES

1. Point out the need to be aware of nonverbal communication.
2. Ask participants to develop a comprehensive list of nonverbal behaviors people use when communicating. Write their suggestions on the newsprint.

3. Encourage comment and discussion about the various items on the list. Help participants interpret the significance of the various behaviors.

4. Summarize the discussion by helping participants classify items on their list. Suggest possible categories, such as gestures, postures, and facial expressions.

## STRUCTURED EXERCISE 7

## ACTIVE LISTENING TRIADS

### INTRODUCTION

This exercise increases participants' awareness of the listener's role in the communication process. Active listening involves the skills of restating a communication, identifying the feeling associated with the communication, and clarifying that feeling by determining its cause. The following exercise provides good introductory practice.

### OBJECTIVES

To develop participants' skills in active listening

To increase participants' awareness of the communication process

### TIME

30 to 45 minutes

### MATERIALS

None

### PROCEDURES

1. Assign participants to triads. Instruct each triad to assign one person to each of the following roles: speaker, listener, observer.

2. Have the individuals assuming the role of speaker relate a recent bothersome experience. Tell the listeners to restate the experience in their own words. Instruct the observers to comment on the accuracy of the restatement.

3. Rotate roles until each participant has acted in all three.

4. Have the original speakers again relate the bothersome incident. Tell the listeners to identify the feeling associated with the speaker's statements. Instruct the observers to comment on the accuracy of the identification.

5. Rotate roles until each participant has acted in all three.

6. Have the original speakers relate the bothersome experience for the third time. Tell the listeners to indicate the cause of the stated feeling. This could take the following form: "You feel _____ because _____." Instruct the observers to comment on how accurately the listener determined the cause of the feeling.

7. Rotate roles until each participant has acted in all three.

8. Reassemble the entire group. Lead a discussion of what occurred in the triads.

9. Summarize the process of active listening.

## VARIATION

Do not divide the group into triads. Ask one person to make a statement and have another briefly paraphrase it. Discuss each exchange and then continue on until every participant has a turn with each role. Do this as many times as necessary.

## STRUCTURED EXERCISE 8

## GUIDED FANTASY

### INTRODUCTION

Human interaction laboratories provide participants the opportunity to experiment with new feelings, perceptions, and behaviors. This exercise requires participants to react to a hypothetical society in which the roles of women and men are reversed. Through this process of reversal, the participants gain insight into the way sex roles are patterned in contemporary society.

### OBJECTIVES

To help participants focus on the issues of sex-role stereotyping

To have participants fantasize a reversal of sex roles

To solicit participants' reactions to a radical restructuring of contemporary sex roles

### TIME

20 to 30 minutes

### MATERIALS

A copy of "Woman--Which Includes Man, Of Course"

### PROCEDURES

1. Guide the group through Structured Exercise 9, "Exploring Feelings through Relaxation."

2. Instruct participants that they are about to listen to a brief reading. Ask them to remain in their relaxed state for the entire narrative.

3. Begin reading the passage slowly and observe the participants' reactions carefully.

4. At the end of the reading, ask participants to reflect upon their feelings.

5. Gradually bring the participants out of this relaxed state; have them then do the following:

   Share their reactions to the reading.

   Describe their feelings about the reversal of sex roles.

   Compare the reading's portrayal of sex roles with reality. Evaluate the two views.

## WOMAN--WHICH INCLUDES MAN, OF COURSE*

An Experience in Awareness

by

Theodora Wells

There is much concern today about the future of man, which means, of course, both men and women--generic Man. For a woman to take exception to this use of the term "man" is often seen as defensive hair-splitting by an "emotional female."

The following experience is an invitiation to awareness in which you are asked to feel into, and stay with, your feelings through each step, letting them absorb you. If you start intellectualizing, try to turn it down and let your feelings again surface to your awareness.

Consider reversing the generic term Man. Think of the future of Woman which, of course, includes both women and men. Feel into that, sense its meaning to you--as a woman--as a man.

Think of it always being that way, every day of your life. Feel the everpresence of woman and feel the nonpresence of man. Absorb what it tells you about the importance and value of being woman--of being man.

Recall that everything you have ever read all your life uses only female pronouns--she, her--meaning both girls and boys, both women and men. Recall that most of the voices on radio and most of the faces on TV are women's--when important events are covered--on commercials--and on the late talk shows. Recall that you have no male senator representing you in Washington.

Feel into the fact that women are the leaders, the power-centers, the prime-movers. Man, whose natural role is husband and father, fulfills himself through nurturing children and making the home a refuge for woman. This is only natural to balance the biological role of woman who devotes her entire body to the race during pregnancy.

*Copyright © Theodora Wells, 1970, 1972. All rights reserved. Used with permission. Wells Associates, P.O. Box 3392, Beverly Hills, CA 90212.

Then feel further into the obvious biological explanation for woman as the ideal--her genital construction. By design, female genitals are compact and internal, protected by her body. Male genitals are so exposed that he must be protected from outside attack to assure the perpetuation of the race. His vulnerability clearly requires sheltering.

Thus, by nature, males are more passive than females, and have a desire in sexual relations to be symbolically engulfed by the protective body of the woman. Males psychologically yearn for this protection, fully realizing their masculinity at this time--feeling exposed and vulnerable at other times. The male is not fully adult until he has overcome his infantile tendency to penis orgasm and has achieved the mature surrender of the testicle orgasm. He then feels himself a "whole man" when engulfed by the woman.

If the male denies these feelings, he is unconsciously rejecting his masculinity. Therapy is thus indicated to help him adjust to his own nature. Of course, therapy is administered by a woman, who has the education and wisdom to facilitate openness leading to the male's growth and self-actualization.

To help him feel into his defensive emotionality, he is invited to get in touch with the "child" in him. He remembers his sister's jeering at his primitive genitals that "flop around foolishly." She can run, climb and ride horseback unencumbered. Obviously, since she is free to move, she is encouraged to develop her body and mind in preparation for her active responsibilities of adult womanhood. The male vulnerability needs female protection, so he is taught the less active, caring, virtues of homemaking.

Because of his clitoris-envy, he learns to strap up his genitals, and learns to feel ashamed and unclean because of his nocturnal emissions. Instead, he is encouraged to keep his body lean and dream of getting married, waiting for the time of his fulfillment--when "his woman" gives him a girl-child to carry on the family name. He knows that if it is a boy-child he has failed somehow--but they can try again.

In getting to your feelings on being a woman--on being a man--stay with the sensing you are now experiencing. As the words begin to surface, say what you feel from inside you.

## STRUCTURED EXERCISE 9

## EXPLORING FEELINGS THROUGH RELAXATION

### INTRODUCTION

Often in human relations workshops, it helps to have participants take part in a relaxation exercise. Such an exercise serves many functions. First, it relieves the tension and anxiety which exist in a group by requiring participants to pause and reflect. Second, approaching a topic through relaxation helps individuals react to sensitive issues in an uninhibited manner. Since they do not have to verbalize any response, participants are free to explore the full range of their feelings about a particular topic. Finally, relaxation prepares participants to undertake new activities. For example, when they are asked to assume a new role, relaxation facilitates the process of identifying with that role.

### OBJECTIVES

To help participants relax

To enhance the concentration of participants on a topic

To enable participants to explore their feelings in a nonthreatening way

### TIME

10 to 15 minutes

### MATERIALS

A copy of "Exploring Feelings through Relaxation"

### PROCEDURES

1. Explain the purpose of the relaxation.

2. Begin reading "Exploring Feelings through Relaxation." Read it deliberately; this sets a calm and thoughtful mood. (Be sure to practice the reading several times before using it.)

3. After the reading is completed, one of the following alternatives is appropriate:

   Begin the next activity.

   Share insights gained through the relaxation.

   Discuss the process of relaxation.

## EXPLORING FEELINGS THROUGH RELAXATION

Assume a relaxed position in your chair or on the floor. Try to minimize strain or tension in your muscles.

(Pause one minute)

You should be completely comfortable now. Close your eyes for deeper concentration. Take a deep breath until your abdomen rises gently. Expel the breath very slowly through your mouth. Continue to breathe slowly in this way. Concentrate--listen to the sound of your breathing and feel the movement caused by your breathing. With each breath, relax more and more.

(Pause one minute)

Consider the rest of your body. Pay attention to particular parts as I mention them.

Wiggle your toes and twist your ankles.

(Pause five seconds)

Feel the movement and then relax.

Straighten your knees and move your legs together to touch each other.

(Pause five seconds)

Concentrate on the tightness and then relax.

Tighten your abdomen, your buttocks, and your groin area.

(Pause five seconds)

Feel them tighten and then relax.

Breathe in and hold it. As you hold your breath, be aware of your chest, back, shoulders, and neck.

(Pause twenty seconds)

Expel the air and feel the sensations of relaxation.

Touch your chin to your chest.

(Pause fifteen seconds)

Return your head to its normal position and feel the release of tension in your neck, the back of your head, and your shoulders.

Tighten your lips in a kiss; close your eyes and tighten your brows into a strong squint.

(Pause ten seconds)

Let your face relax once again. Feel the sensations.

Concentrate on the part of your body that was most difficult to relax. Try to eliminate all the tension in that area.

(Pause ten seconds)

Feel and enjoy the relaxation all over your body.

(Pause one minute)

Travel with your mind to the part of your body where you experience feelings the most. Remain there for a short while and look deeper into how you feel at the moment. Consider these questions: "How am I now?" and "How do I feel?" Think about your feelings.

(Pause thirty seconds)

Explore the dominant feeling you are now experiencing and consider the cause of it. Look at the entire situation--the place, the people, you. Stay in that feeling and examine it thoroughly.

(Pause one minute)

If the feeling is changing and a new one surfacing, consider the new feeling. Or, take this minute of relaxation to use in any way you like.

(Pause one minute)

## STRUCTURED EXERCISE 10

## FAMILY LIVING TASKS

### INTRODUCTION

In a workshop dealing with the issue of sex-role stereotyping, it is necessary to look at those factors which influence a child's perception of sex roles. The modeling which parents do through the assignment and performance of family living tasks is crucial to the development of their children's attitudes. A couple striving to model equity must consider jointly the roles and responsibilities they assume in their home life.

Many of the jobs listed on the "Family Living Worksheet" which were formerly assigned exclusively to the female or male are now being redefined by women and men who live with each other. This exercise itemizes a number of tasks which need to be performed on a regular basis and requires participants to reexamine and renegotiate those tasks.

### OBJECTIVES

To have participants assess what percentage of family living tasks each person performs in the home

To have participants evaluate the fairness of their present living arrangements

To help participants analyze female/male communication styles during the process of negotiation

### TIME

30 to 40 minutes

### MATERIALS

A "Family Living Worksheet" for each participant

PROCEDURES

1. A week in advance, distribute two "Family Living Worksheets" to participants and instruct them to follow the directions.

2. When the group reassembles to complete the exercise, lead a discussion of the questions that were to be considered.

VARIATIONS

1. In groups composed of married couples, have spouses complete the worksheet during the session. Allow an additional 30 minutes.

2. Divide the participants according to sex and give one "Family Living Worksheet" to each group. Have each group collectively complete the sheet. Tell them to choose a person to negotiate an agreement with the other group. Permit caucusing at any time.

## FAMILY LIVING WORKSHEET

1. The "Family Living Worksheet" contains 33 tasks separated into seven categories. Beside each task there are two scales which show a percentage continuum from 0 to 100 percent. Read each item and mark the percentage of time you spend on that task; do this in the column entitled "Self-Assessment." For example, the first task is "Meal Preparation." If you do 75 percent of the meal preparation, then mark that point on the line which signifies 75 percent.

2. Have the adult with whom you live do the same procedure. Be sure each of you does this part of the exercise separately. If you live alone, ask a friend to do the exercise with you.

3. When each of you has completed the above steps, compare your lists. Renegotiate the tasks in a way which is both realistic and mutually agreeable. In the column entitled "Two-Party Negotiation," mark the percentage agreed upon. For instance, if you agree that it is realistic and practical for the meal preparation to be shared evenly, then mark the point signifying 50 percent.

4. Bring both sheets to the workshop and be prepared to discuss the following questions.

   What were the differences and similarities in the "Self-Assessment" columns?

   Were both parties satisfied with the present arrangement from the point of equity and practicality? Why or why not?

   How were any items altered in the negotiation?

   What did the negotiations reveal about present living arrangements?

   Was one person more willing to compromise than the other? Were trade-offs made?

   How were disagreements resolved?

## FAMILY LIVING WORKSHEET

| | SELF-ASSESSMENT | | | | | TWO-PARTY NEGOTIATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 25 | 50 | 75 | 100 | 0 | 25 | 50 | 75 | 100 |
| **FOOD** | | | | | | | | | | |
| Meal preparation | — | — | — | — | — | — | — | — | — | — |
| Grocery shopping | — | — | — | — | — | — | — | — | — | — |
| Dish washing | — | — | — | — | — | — | — | — | — | — |
| **MAINTENANCE & CLEANING** | | | | | | | | | | |
| Dusting & Vacuuming | — | — | — | — | — | — | — | — | — | — |
| Scrubbing floors, toilets | — | — | — | — | — | — | — | — | — | — |
| Shoveling snow, cutting grass | — | — | — | — | — | — | — | — | — | — |
| Clothes washing | — | — | — | — | — | — | — | — | — | — |
| Window washing | — | — | — | — | — | — | — | — | — | — |
| **SPECIAL MAINTENANCE** | | | | | | | | | | |
| Repairing plumbing | — | — | — | — | — | — | — | — | — | — |
| Painting, Wallpapering | — | — | — | — | — | — | — | — | — | — |
| Redecorating | — | — | — | — | — | — | — | — | — | — |
| **AUTOMOBILE MAINTENANCE** | | | | | | | | | | |
| Arranging for repair | — | — | — | — | — | — | — | — | — | — |
| Washing automobile | — | — | — | — | — | — | — | — | — | — |
| Performing simple maintenance | — | — | — | — | — | — | — | — | — | — |

| | SELF-ASSESSMENT | | | | | TWO-PARTY NEGOTIATION | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | 25 | 50 | 75 | 100 | 0 | 25 | 50 | 75 | 100 |
| **ADMINISTRATIVE** | | | | | | | | | | |
| Handling bills | — | — | — | — | — | — | — | — | — | — |
| Keeping checkbook | — | — | — | — | — | — | — | — | — | — |
| Planning recreation & vacation | — | — | — | — | — | — | — | — | — | — |
| Making major purchases | — | — | — | — | — | — | — | — | — | — |
| Saving & Investing | — | — | — | — | — | — | — | — | — | — |
| **LIFE PLANNING/STYLE** | | | | | | | | | | |
| Who will have career | — | — | — | — | — | — | — | — | — | — |
| Who will go to school | — | — | — | — | — | — | — | — | — | — |
| Who will make job change decision | — | — | — | — | — | — | — | — | — | — |
| **CHILD CARE** | | | | | | | | | | |
| Feeding | — | — | — | — | — | — | — | — | — | — |
| Diapering | — | — | — | — | — | — | — | — | — | — |
| Nighttime comforting | — | — | — | — | — | — | — | — | — | — |
| Disciplining | — | — | — | — | — | — | — | — | — | — |
| Playing/Entertaining | — | — | — | — | — | — | — | — | — | — |
| Bathing | — | — | — | — | — | — | — | — | — | — |
| Listening/Counseling | — | — | — | — | — | — | — | — | — | — |
| Repairing broken toys | — | — | — | — | — | — | — | — | — | — |
| Arranging for child care | — | — | — | — | — | — | — | — | — | — |
| Toilet training | — | — | — | — | — | — | — | — | — | — |
| Teaching hobbies & games | — | — | — | — | — | — | — | — | — | — |

STRUCTURED EXERCISE 11

## AN INQUIRY

### INTRODUCTION

This exercise gives participants an opportunity to discover, first hand, the hidden messages influencing children's attitudes and beliefs. Participants will investigate the messages found in the relationships, the activities, and the media to which children are exposed.

### OBJECTIVES

To show the pervasive nature of sex-role stereotyping

To help participants understand how sexist messages are conveyed

To develop skills in interpreting stereotypical messages

### TIME

20 to 30 minutes

### MATERIALS

A copy of "An Inquiry" for each participant

### PROCEDURES

1. A week or two prior to the scheduled workshop, distribute the copies of "An Inquiry" and ask each participant to do one of the assignments.

2. When the participants meet for the workshop, ask them to report the findings from their recorded logs.

3. Discuss the significance and implications of these findings.

## AN INQUIRY

Children between the ages of three and four have clearly defined ideas of how girls and boys, women and men, are expected to behave. This sex-role awareness is taught in many covert ways. The goal of the following exercise is to help you uncover the hidden messages which children receive about sex roles. By selecting and exploring one of the areas listed below, you will discover some of the subtle messages which influence the attitudes and beliefs of children. Please choose one of the topics below to investigate.

As you research the topic, keep two questions in mind: (1) What is the intended message? and (2) What is the hidden message? For example, a popular television commercial shows two young girls playing happily with a doll. The intended message is that kids have fun playing with the doll and therefore it should be purchased. The hidden message is that girls, not boys, are the primary nurturers.

1. Study the messages communicated in children's literature.

   You may wish to use the children's books and magazines available to you; visit a local school or public library, or go to a local bookstore. Compare the heroines and heroes, the villains, and the victims. What percentage of each is female and what percentage is male? What is intended in the theme of the story? What else does the story teach? If possible, bring the books or magazines to the workshop.

2. Discover the attitudes and beliefs of children.

   Interview a number of children. Ask them questions such as: What are you going to be when you grow up? What do mothers do? What do fathers do? How should girls act? How do girls act? How should boys act? How do boys act?

3. Keep a television log.

   When watching television, keep a written record of commercials and programs. Note the products advertised or the theme of the program. What is the intended audience? What types of roles are people portraying? What messages are being put across by the commercial or program? Make a special effort to do this during children's viewing hours.

4. Make a list of newspaper and magazine advertisements.

   Note the products and bring the advertisements to the session, if possible. Who is the intended audience? What types of roles are portrayed by the models? What messages are being put across? Make a special effort to list products aimed at children.

5. Do research on children's toys.

   Examine the toy collection of children with whom you come into contact. List the types of toys in a girl's collection and compare them to those of a boy's collection. Visit a local toy store or examine a catalog which lists several toys. What messages are communicated by the packages? Who is supposed to play with the toy?

6. Observe children at play.

   What types of games do girls play? What do boys play? Which games encourage activity? Which games encourage creativity? Which games encourage teamwork? Which games encourage competition? Is the social conditioning different for girls than for boys?

7. Keep a record of sexist incidents.

   Observe women and men at work or in your classes. Do the same written and unwritten rules apply to both women and men? Do women act the same way toward each other as toward men? Do men act the same way toward each other as toward women? What roles are assumed by women? What roles do men assume?

8. Keep a log of adult attitudes and beliefs.

   Ask your clients or students about issues such as the Equal Rights Amendment, feminism, and female/male relations. Who is quicker to voice an opinion, women or men? Is one sex more comfortable than the other with the changes in sex roles? Who is more definitive in her/his opinions? Which sex is more assertive in its opinions?

STRUCTURED EXERCISE 12

## FISHBOWL

### INTRODUCTION

This exercise fulfills a dual function. From a content perspective, it allows participants to explore practical issues related to nonsexist child rearing. As part of the exercise, participants are required to respond to situations where their ideas about sex roles will influence judgment. Participants then examine the responses for stereotypical patterns. Such an examination encourages equity in child care.

From a process perspective, the exercise should help participants develop skills in observing and analyzing the way individuals communicate. This provides participants with information which can help them alter their behavior and improve communication styles.

### OBJECTIVES

To help participants examine how attitudes about sex roles influence child rearing

To improve skills in the observation and analysis of the way people communicate

### TIME

30 to 40 minutes

### MATERIALS

"Fishbowl Observation Worksheet"
Pencils

### PROCEDURES

1. Divide the group into pairs. Explain that this exercise requires one member of the pair to observe the way the other member communicates in a group discussion.

2. Instruct the pairs to decide which partner will be the observer and which one will participate in the discussion.

3. Give each pair a "Fishbowl Observation Worksheet." Allow them five minutes to read and follow the directions.

4. Have the individuals who are to participate in the discussion form a circle. Tell the observers to sit outside the circle in a position across from their partners.

5. Assign one of the following topics to the discussion group:

   Topic 1: My four-year-old daughter frequently comes running home in tears because she has been hit by one of her friends. I have taught her that it is not right to hit others, but now they are making life miserable for her. What should I do?

   Topic 2: My ten-year-old daughter seems to engage in an excessive amount of boyish activity and I am concerned about her becoming overly masculine. What shall I do?

   Topic 3: My sixteen-year-old daughter has told me she is having sexual relations with her boyfriend. She has asked me for my feelings about this. What can I tell her?

6. After approximately 10 to 15 minutes, stop the discussion and instruct partners to pair up again. Tell the observers to share with their partners the observations they have recorded. Allow enough time for a thorough discussion.

7. Reconvene the entire group. Have the participants tell what they learned about how they communicate. Ask them to evaluate the effectiveness of their individual styles.

8. Discuss the issues raised in the "Fishbowl." Have them consider what effect the sex of the child had on the types of responses that were offered. Would the responses have been different if the sex of the child were different?

VARIATIONS

1. After step 6, have partners reverse roles. Assign the same topic for the fishbowl discussion, but change the sex of the child involved. Repeat steps 3 to 6 and conclude with steps 7 and 8. This requires an additional 20 to 30 minutes.

2. Where appropriate, use a personal experience of one of the participants for the fishbowl topic. All other steps remain the same.

## FISHBOWL OBSERVATION WORKSHEET

Name of Observer _____

Name of Person Being Observed _____

Directions: Below are twenty possible items helpful in observing communications. They are divided into three areas. Look them over with your partner and have the person being observed choose one item from each area. List the three items in the spaces provided on the reverse side of this sheet.

The observer's task in this exercise is to provide feedback about the chosen items to the person being observed. The observer should record these observations in as much detail as possible, providing specific examples.

Area A: Attending Behavior

1. What type of eye contact do I have?
2. What body postures do I assume?
3. What is my voice tone like?
4. What hand and head gestures do I use?
5. What facial expressions do I make?

Area B: Active Listening

1. Do my responses appear empathic?
2. In what ways do my responses indicate respect for others' opinions and feelings?
3. Do I appear to be genuine?
4. Do I indicate that I've heard a person by restating what they have said?
5. Do I try to identify the feelings expressed by others in the group?
6. Do I help clarify others' feelings by determining their cause?
7. When responding to others, do I go off on tangents?
8. Do I interrogate others rather than ask appropriate questions?
9. Do I offer advice prematurely?

Area C: General Communication Skills

1. How often do I interrupt others?
2. Do I talk in generalities or deal in specifics?
3. Do I describe or evaluate others' behavior?
4. Do I give in too quickly when others disagree with me?
5. Do I appear to be overly stubborn in my views ?
6. Do I attempt to bring others into the discussion?

Area A: Attending Behavior Number ____

Observations: _____

_____

_____

_____

_____

_____

_____

Area B: Active Listening Number ____

Observations: _____

_____

_____

_____

_____

_____

_____

Area C: General Communication Skills Number ____

Observations: _____

_____

_____

_____

_____

_____

_____

## STRUCTURED EXERCISE 13

## LIVING CONTINUUM

### INTRODUCTION

The following exercise helps participants clarify and understand their attitudes and beliefs about sex roles. It does this by providing an atmosphere in which participants can take stands on a wide range of controversial issues without having to defend them verbally. It also provides participants an opportunity to compare their views with those held by others. As a result of this process, they should gain a better understanding of their values.

### OBJECTIVES

To provide a way for participants to identify and clarify their values on a large number of sex-role issues

To enable participants to appreciate the values of others

### TIME

10 to 15 minutes

### MATERIALS

Two sheets of paper, one with a plus sign and the other with a minus on it

### PROCEDURES

1. Place the sheet with the plus sign at one end of the room and the sheet with the minus sign at the other end. Have the participants imagine a continuum running between the two points. The plus side represents a highly favorable attitude, the minus sign a highly unfavorable attitude, and the middle a neutral attitude.

2. Instruct participants to stand in the neutral area. Call out one of the items from the suggested list, page 177.

3. Tell participants to move to a point on the continuum that represents their feelings or attitudes about that particular item. Allow them time to see where they stand in relation to others in the group.

4. Call out other items following the same procedures. Continue until participants have had a chance to take stands on a number of topics.

5. End the exercise with step 4, or lead a discussion keeping the following questions in mind:

   Did you have difficulty taking a stand on any particular issue? Why?

   Were you surprised by the stands taken by any of the participants?

   Did any patterns emerge? Did the same people consistently tend to line up together?

VARIATIONS

1. After participants have taken a stand on each item, encourage comments. Otherwise, follow procedures as listed.

2. After calling out four or five items, announce to participants that they also should call out issues which concern them.

3. Prepare for each participant a sheet containing the issues to be stated (see "Living Continuum Graph," page 178). As participants move to points on the continuum, have them also mark the position on their sheet. At the end of the exercise, have them connect the points they have marked. Display the sheets and discuss the different patterns.

## VALUES CONTINUUM

Suggested List of Items

Career Women

Male Homosexuality

Female Homosexuality

Large Families

Single Parents by Choice

Equal Rights Amendment

Contraception

Abortion

Girls in Contact Sports

Male Superiority

Adolescent Parents

Bottle-Feeding

Premarital Sex

Cohabitation without Marriage

Spanking Children

Vasectomies

Women Supervisors

Adoption

Birth Control Pills for Women

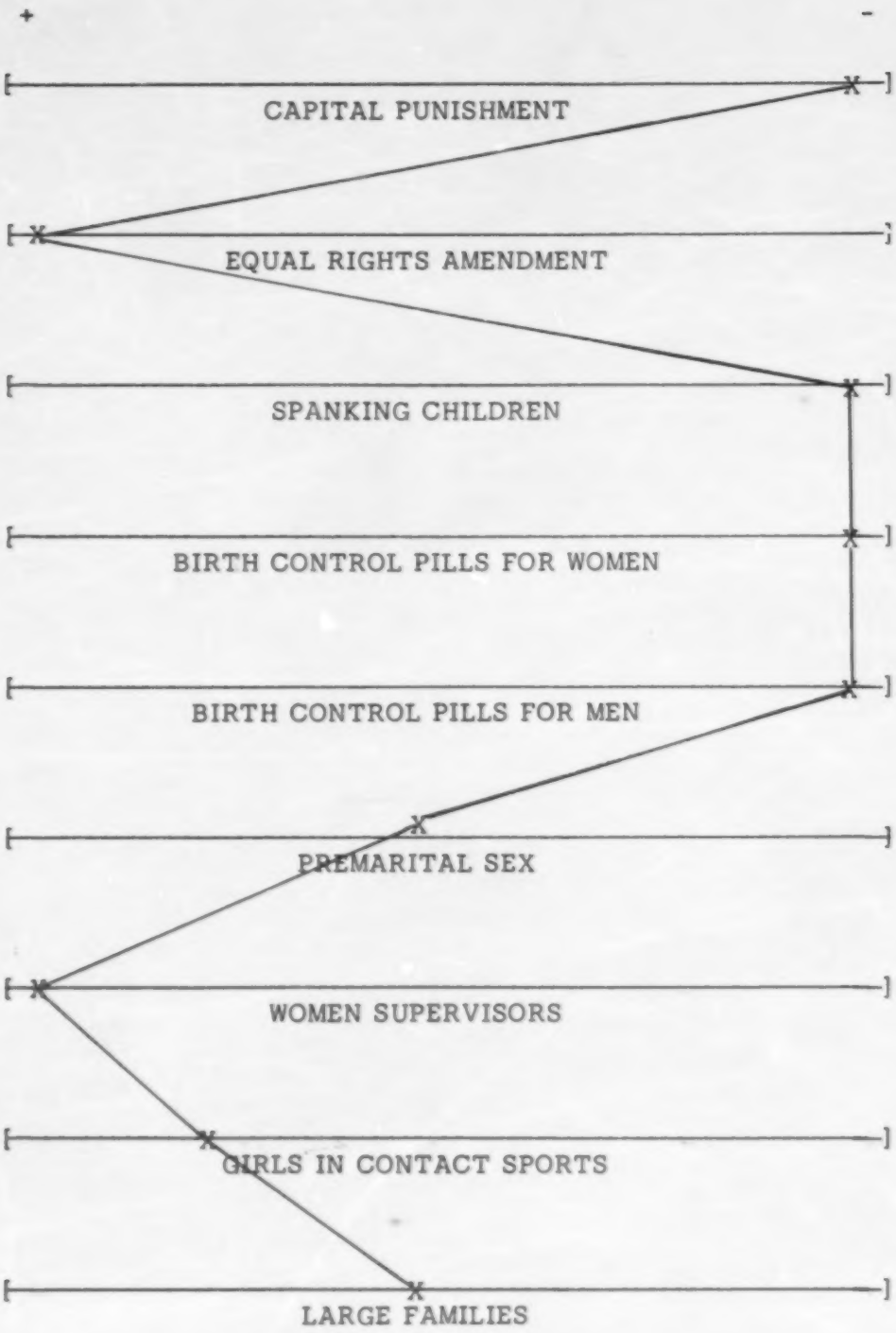
Birth Control Pills for Men

Capital Punishment

Female President of the United States

Equal Marriage

## LIVING CONTINUUM GRAPH



## STRUCTURED EXERCISE 14

## STEREOTYPING AND CHILD REARING: AN AWARENESS ACTIVITY

### INTRODUCTION

The effects of sex-role stereotyping compound the difficulties of raising children. The way parents define sex roles frequently distorts the perceptions they have of their children's behavior. This exercise helps participants obtain a clearer view of what they believe to be appropriate behaviors for daughters and sons.

### OBJECTIVES

To become aware of the influence of sex-role stereotyping on child rearing

To have participants clarify which behaviors they feel are appropriate for girls and for boys

### TIME

20 to 30 minutes

### MATERIALS

"Stereotyping and Child Rearing Worksheet"
Pencils
Newsprint
Markers

### PROCEDURES

1. Pass out the worksheet. Assign the women to one group and the men to another.

2. Ask the women to list on newsprint activities for girls of a specific age group, e.g., 3 to 7 or 10 to 13. Ask the men to do the same for boys of the same age group.

3. Tell the groups to exchange lists and add any activities they believe should be present.

4. Have the entire group eliminate any activity which they believe is not typical for children of a particular sex.

5. Explain the directions found on the worksheet and have them complete it.

6. Lead a discussion about the activities listed by both groups, and the ranking of responses. Concentrate on participants' reasons for their rankings.

## VARIATION

Compile a class average of the rankings for girls and those for boys. Compare the differences and/or similarities and draw some conclusions about the results.

## STEREOTYPING AND CHILD-REARING WORKSHEET

You have just generated two lists of activities, one typical of girls and the other typical of boys. Please rank from 1 to 5 your responses to these activities; 1 indicates the most agreement and 5 indicates the least agreement.

### FOR A DAUGHTER

A. ____ Girls are allowed to do any of the activities cited for boys.

B. ____ Girls are allowed to do most of the activities cited for boys.

C. ____ Girls are allowed to do some of the activities cited for boys.

D. ____ Girls are discouraged from doing the activities cited for boys.

E. ____ Girls are not allowed to do any of the activities cited for boys.

### FOR A SON

A. ____ Boys are allowed to do any of the activities cited for girls.

B. ____ Boys are allowed to do most of the activities cited for girls.

C. ____ Boys are allowed to do some of the activities cited for girls.

D. ____ Boys are discouraged from doing the activities cited for girls.

E. ____ Boys are not allowed to do any of the activities cited for girls.

Prepare to share your answers with the group.

## STRUCTURED EXERCISE 15

## AGGRESSIVE, ASSERTIVE, AND PASSIVE MILLING

### INTRODUCTION

In human interaction individuals generally act in one of three ways: aggressively, passively, or assertively. Aggressive persons need to win; they lack concern for the rights and feelings of others. Passive individuals defer to others by placing the rights and feelings of others above their own needs. Assertive individuals strike a balance; they weigh their own needs against the rights and feelings of others.

A useful way to understand the differences between these modes of behavior is to act them out. The following exercise helps participants clarify their feelings regarding aggressive, passive, and assertive behavior.

### OBJECTIVES

To help participants recognize aggressive, passive, and assertive behavior

To have participants identify feelings associated with aggressive, passive, and assertive behavior

### TIME

15 to 20 minutes

### MATERIALS

Newsprint
Markers
Open or cleared area of a room

### PROCEDURES

1. Tape three newsprint sheets on the wall. Pass out markers and instruct participants to mill (walk around) in the open area of the room.

2. Instruct participants to mingle in a passive or submissive manner. While they are doing this, ask participants to pay attention to their body posture and feelings.

3. After a few minutes of passive mingling tell participants to write on one of the newsprint sheets any feelings evoked by this part of the exercise.

4. Next, instruct the group to resume mingling, but this time in an aggressive manner.

5. After a few minutes of aggressive mingling, tell the group to write on the second newsprint sheet feelings experienced by this part of the exercise.

6. Finally, instruct participants to mingle in an assertive manner, and after a few minutes ask them to write on the third newsprint sheet feelings experienced in this last phase.

7. Lead a discussion of the feelings that were identified and the reasons for those feelings.

VARIATION

Instead of using newsprint to record their feelings, have participants call out these feelings after each milling.

## STRUCTURED EXERCISE 16

## ASSERTIVENESS PRACTICE SITUATIONS

### INTRODUCTION

This exercise helps participants apply their knowledge about assertive behavior to situations involving sex-role stereotyping. Whether individuals choose to act assertively, passively, or aggressively depends to a great extent on sex-role conditioning. Men are customarily expected to act in an aggressive manner; women are frequently expected to assume a passive posture. This disparity of expectation is intensified when the sexes interact. Even women who are usually assertive sometimes revert to stereotypical behavior when confronted with situations demanding passive responses.

The situations in this exercise provide the opportunity to contrast aggressive, passive, and assertive behavior by requiring participants to respond in all three ways. They also aid participants in developing their ability to act in an assertive manner.

### OBJECTIVES

To have participants practice assertive behavior

To help participants understand the difference between aggressive, passive, and assertive responses to situations involving sex-role stereotyping

### TIME

10 to 20 minutes

### MATERIALS

"Assertiveness Practice Worksheet" for each participant
Pencils

PROCEDURES

1. Pass out the "Assertiveness Practice Worksheet" and instruct participants to follow the directions.

2. Once the sheet is filled out, assemble the group and review the responses for each item.

3. Lead a discussion about the differences between passive, aggressive, and assertive responses. The following questions will facilitate the discussion:

   Which type of response was the most difficult to formulate? Which type of response was the easiest to formulate? Why?

   Were the responses of the women different from those of the men? How? Why?

   What generalizations can be made about the characteristics of the passive response? What generalizations can be made about the aggressive response? What generalizations can be made about the assertive response?

VARIATIONS

1. Rather than have participants fill out the "Assertiveness Practice Sheet," simply pass it out and solicit oral responses.

2. Have the men formulate passive responses and the women assertive ones. Discuss whether it was difficult for them to do this.

## ASSERTIVENESS PRACTICE WORKSHEET

Directions: Below are four situations involving sex role issues. Assume the role of the person responding in each situation. Write a passive, aggressive, and assertive response in the spaces provided.

1. You are a childbirth educator. You have just received a phone call from the receptionist of Dr. Green, a local obstetrician. You wait about five minutes before Dr. Green picks up the phone and says, "We have a little problem here. One of the girls who attend your childbirth class is a patient of mine. She is questioning the need for an episiotomy. This is creating a problem in our doctor-patient relationship. Although I do not do episiotomies routinely, I would appreciate it if you would eliminate this topic from your class." Your reply:

   Passive _____

   Aggressive _____

   Assertive _____

2. You have been doing very rewarding volunteer work for your childbirth organization. This activity has required you to make significant adjustments in your housework and child-care schedules. One evening you are confronted by your spouse, who says, "Honey, you've got to stop your outside activities. It's a hardship on me and the kids, and after all, it doesn't bring in any money. Your only responsibility is to take care of us." Your reply:

   Passive _____

   Aggressive _____

   Assertive _____

3. Your daughter plays Little League baseball. Even though she is one of the team's best players, the coach has played her as little as possible. Because your daughter is very discouraged, you question the coach about the situation. The coach replies, "I'm trying to be as fair as possible, but you have to realize that most of the boys will go on to play Pony League and high school ball. They need all the experience they can get." Your reply:

   Passive _____

   Aggressive _____

   Assertive _____

4. Your wife has just had a baby girl. After talking it over, you both decide that it would be best if you took a one-year paternity leave and your wife went back to work. When you bring up the matter with your employer, his response is: "That's crazy, Tom! I can't believe you would want to hurt your career just because of some passing fad. It certainly would jeopardize your standing here at Allied Industries." Your reply:

   Passive _____

   Aggressive _____

   Assertive _____

## STRUCTURED EXERCISE 17

## ASSERTIVENESS ROLE PLAY

### INTRODUCTION

A useful way to develop assertiveness is through role playing. It enables an individual to practice behaviors in a situation similar to reality. During the role play a participant can experiment with assertive behavior without concern for the consequences of those actions. This gives an individual insight into which behavior is most suitable for her/his particular situation.

After role playing a particular situation and discussing it with group members, an individual can more readily develop strategies for improving her/his assertiveness.

### OBJECTIVES

To have participants practice assertive behavior in a situation resembling reality

To encourage participants to share feelings associated with attempts to act assertively

To have participants observe and evaluate assertive behavior

### TIME

45 to 60 minutes

### MATERIALS

Newsprint
Markers

## PROCEDURES

### Selecting the Problem

1. Explain that this exercise requires a participant to role play a personal situation involving assertiveness.

2. Ask if any participants are willing to present a situation in which they are having difficulty being assertive. List three or four of these on newsprint.

3. Help the group decide which situation is most relevant to them. Determine if the individual who volunteered the situation is willing to deal publicly with the problem.

### Directing the Role Play

4. Walk around the room with the volunteer. While walking, question the person about the specifics of the problem. As the conversation develops, help the individual relax as much as possible; initiate and maintain physical contact when it is appropriate to do so.

5. Tell the volunteer to describe in detail the actual place where the problem usually occurs. While she/he is describing the scene, help her/him arrange the room to resemble the physical setting, repeat the description, and imagine the scene as it actually occurred.

6. Have the volunteer reenact the verbal exchange which took place in the setting. In this part of the exercise the volunteer plays the roles of all the individuals involved. While doing this, she/he should assume the physical position of the person who originally made each statement. In order to uncover more of the feelings connected with the situation, direct the volunteer to repeat the verbal exchange several times.

7. Ask the volunteer to choose another participant(s) to take part in the exchange. Have participant(s) repeat the dialogue verbatim with the volunteer playing her-/himself and the participant(s) playing the other role(s). Help the participant(s) to assume the characteristics associated with the other role(s).

8. After the exchange, pose these questions to the volunteer:

   How did the exchange compare to the real situation?

   What feelings are you experiencing now?

   What do you want to do as a result of these feelings?

9. Form a close circle with all the participants. Ask them to share with the volunteer an experience which aroused similar feelings. Do not allow advice giving, problem solving, or analyzing at this point.

Developing Strategies

10. Ask the volunteer to repeat the verbal exchange, but this time as she/he would like it to occur. Help the volunteer formulate assertive responses in this new situation.

11. Have the volunteer and the participant(s) who played the other role(s) enact the new situation to give the volunteer a chance to respond assertively.

12. Have the entire group evaluate the volunteer's responses in the new situation. Tell them to consider the following questions:

    Did the volunteer act assertively? If so, how?

    Are there other assertive responses which could have been made?

    Are there ways in which the volunteer could improve her/his assertiveness?

13. Solicit any final comments from the volunteer.

STRUCTURED EXERCISE 18

## ASSERTIVENESS QUOTIENT TEST

### INTRODUCTION

Both women and men can benefit from an assessment of their assertiveness. Comparing the responses of women and men on an assertiveness test provides insights about the effects of sex-role stereotyping on behavior. As a result of conditioning, women tend to have more difficulty than men asserting themselves. However, assertiveness is a characteristic for which both women and men should strive. The "Assertiveness Quotient Test" and the accompanying exercise will help members of the group focus on what assertiveness is and how it can be developed.

### OBJECTIVES

To help participants rate their ability to act assertively in a variety of situations

To compare the assertiveness ratings of women and men in the group

To show the connection between sex-role stereotyping and assertiveness

### TIME

15 to 20 minutes

### MATERIALS

"Assertiveness Quotient Test" for each participant
A scale, from 35 to 105, drawn on newsprint
Pencils
A red marker and a green marker

## PROCEDURES

1. Pass out the "Assertiveness Quotient Test" and instruct participants to take the test individually.

2. Tell participants to record their scores on the scale. Women should use the red marker and men the green marker.

3. Post the scale for all to see after everyone has completed the above steps.

4. Discuss the following questions:

   Can we draw any conclusions from the class scale regarding assertiveness in general?

   Can we draw any conclusions from the class scale regarding assertiveness in females?

   Can we draw any conclusions from the class scale regarding assertiveness in males?

   Why do women and men differ in assertiveness?

   What areas of your "Assertiveness Quotient Test" were low? Why? How can they be improved?

## VARIATION

When participants know one another well (spouses, co-workers), have each complete two "Assertiveness Quotient Tests," one for her-/himself and one for the person she/he knows well.

## ASSERTIVENESS QUOTIENT TEST*

Use the scale below to indicate how comfortable you are with each item:

1 - I am very uncomfortable with this
2 - I feel moderately comfortable with this
3 - I am very comfortable with this

There may be some situations which are not relevant to you nor to your particular life-style; in such cases, try to imagine how comfortable you might feel if you were involved in the situation. Though the "Assertiveness Quotient Test" is not a validated psychological scale or test, you can use it to help you discover in what areas you are not assertive.

### ASSERTIVE BEHAVIORS

Speaking up and asking questions at a meeting ____

Commenting about being interrupted by a person directly to the person at the moment of interruption ____

Stating your views to an authority figure, (e.g., minister, boss, therapist, father, mother) ____

Attempting to offer solutions and elaborating on them when there are members of the opposite sex present ____

### YOUR BODY

Entering and exiting a room where the opposite sex are present ____

Speaking in front of a group ____

Maintaining eye contact, keeping your head upright, and leaning forward when in a personal conversation ____

*From Stanlee Phelps and Nancy Austin, The Assertive Woman. Copyright © 1975. San Luis Obispo, Calif.: Impact Publishers. Reprinted by permission of the publisher.

YOUR MIND

Going out with a group of friends when you are the only one without a date ____

Being especially competent, using your authority and/or power without labeling yourself as "bitchy," impolite, bossy, aggressive, castrating, or parental ____

Requesting expected service when you haven't received it (e.g., in a restaurant, a store, or a doctor's office) ____

APOLOGY

Being expected to apologize for something and not apologizing since you feel you are right ____

Requesting the return of borrowed items without being apologetic ____

COMPLIMENTS, CRITICISM, AND REJECTION

Receiving a compliment by saying something assertive to acknowledge that you agree with the person complimenting you ____

Accepting a rejection ____

Not getting the approval of the most significant member of the opposite sex in your life and/or any other member of the opposite sex ____

Discussing another person's criticism of you openly with that person ____

Telling someone that she/he is doing something that is bothering you ____

SAYING NO

Refusing to get coffee or to take notes at a meeting where you are chosen to do so because of your sex ____

Saying "no"--refusing to do a favor when you really don't feel like it ____

Turning down a request for a meeting or date ____

MANIPULATION AND COUNTER-MANIPULATION

Telling a person when you think she/he is manipulating you ____

Commenting to a person who has made a patronizing remark to you (e.g., "You have a good job for a woman," "You're not flighty, emotional, stupid, or hysterical like most women") ____

SENSUALITY

Telling a prospective lover about your physical attraction to her/him before any such statements are made to you ____

Initiating sex with your partner ____

Showing physical enjoyment of an art show or concert in spite of others' reactions ____

Asking to be caressed and/or telling your lover what feels good to you ____

ANGER

Expressing anger directly and honestly when you feel angry ____

Arguing with another person ____

HUMOR

Telling a joke ____

Listening to a friend tell a story about something embarrassing, but funny, that you have done ____

Responding with numor to someone's put-down of you ____

CHILDREN

Disciplining your own children ____

Disciplining others' children ____

Explaining the facts of life or your divorce to your child ____

STRUCTURED EXERCISE 19

## FORCE FIELD ANALYSIS: SOLVING PROBLEMS OF STEREOTYPING

### INTRODUCTION

Force field analysis is a method designed to solve problems systematically. It involves identifying a particular problem, detailing those forces which affect the problem, and creating strategies which help alleviate it. In the following exercise, this method has been adapted to help participants solve difficulties which their organizations have regarding sex-role stereotyping.

### OBJECTIVES

To help participants solve problems related to sex-role stereotyping

To provide the means by which participants can learn a systematic approach to problem solving

### TIME

1 to 1½ hours

### MATERIALS

"Force Field Analysis Worksheet" for each participant
Pencils
Tape
Newsprint

### PROCEDURES

1. Pass out the worksheets to each participant. If the group is not experienced in the process of brainstorming, do Structured Exercise 1.

2. Explain briefly the process of force field analysis.

3. Lead the participants through the steps on their worksheet. Write their responses on newsprint sheets displayed for the entire group. Throughout the exercise encourage full participation in all decisions.

4. In step 6 on the worksheet, make it clear that assigning numerical values does not mean ranking. It is possible for items to receive the same value.

## VARIATION

For larger groups, or groups with diverse interests, divide participants into smaller sections. Each section may work on a different problem.

## FORCE FIELD ANALYSIS WORKSHEET

### WHAT IS THE PROBLEM?

STEP 1 Brainstorm problems which your organization has regarding sex-role stereotyping. List the problems at the right.

STEP 2 Choose one problem you want to solve. Circle it.

STEP 3 Formulate an exact statement of the problem. Complete the sentence at the right.

THE PROBLEM IS

STEP 4 State what the situation would be if the problem were satisfactorily resolved. Do this in the space at the right.

## WHAT FORCES AFFECT THE PROBLEM?

STEP 5 Brainstorm the forces which affect the problem. In the positive column, list those forces which alleviate the problem. In the negative column, list those forces which contribute to the problem.

STEP 6 In the space provided, assign each force a numerical value from 1 to 10. A "1" indicates that the particular force is weak; a "10" that it is very strong. Do not rank the items; several can have the same value.

STEP 7 Add each column and compare the totals. A higher negative score indicates a deteriorating situation, while a higher positive score shows an improving situation. If the scores are equal, the situation is in a state of equilibrium.

| POSITIVE FORCES | NUMERICAL VALUE | | NEGATIVE FORCES |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## WHAT CAN BE DONE TO SOLVE THE PROBLEM?

STEP 8 Determine which of the negative forces can realistically be altered. Circle them.

STEP 9 Select one of the circled forces to work on. List it at the right.

STEP 10 Brainstorm specific strategies by which this force can be reduced or eliminated. Write them at the right.

STEP 11 Circle the strategy which would effect the most change.

STEP 12 Decide how to implement the strategy by answering these questions:

What needs to be done?

How will it be done?

Who will do it?

When will it be started and finished?

## IMPLEMENT AND EVALUATE THE STRATEGY!

## STRUCTURED EXERCISE 20

## GIVING A GIFT

### INTRODUCTION

Celebration is a significant and necessary part of any workshop. An appropriate way to celebrate within the context of a workshop is by giving something of oneself to another. This exercise usually takes place at the end of a day or at the end of the entire workshop, when participants are experiencing an intense level of intimacy, a desire to share that intimacy, and a need for a culminating activity. The exercise calls for each participant to give an intangible gift to someone else.

### OBJECTIVES

To conclude an entire session or highly charged interaction

To give participants the opportunity to share with someone else a quality or characteristic which they possess

### TIME

20 to 30 minutes

### MATERIALS

Newsprint
Marker

### PROCEDURES

1. Explain to participants the purpose of the sharing. Tell them to think of an intangible gift which they would like to give to someone in the group. Allow them a few minutes to consider this.

2. Prepare a three-columned chart as follows:

| Name of Giver | Receiver | Gift |
|---|---|---|

3. Record on the chart the names of the giver, receiver, and the gift as each exchange takes place.

4. Remind participants that everyone must be included, both in the receiving and giving of a gift.

5. Approach a participant, and while making some physical contact, bestow some characteristic or quality on that person, e.g., "Pat, I have a great deal of enthusiasm which I want to share with you. Take some of my enthusiasm."

6. The participant who has just received a gift then approaches someone else and shares with that person some quality or characteristic which she/he possesses.

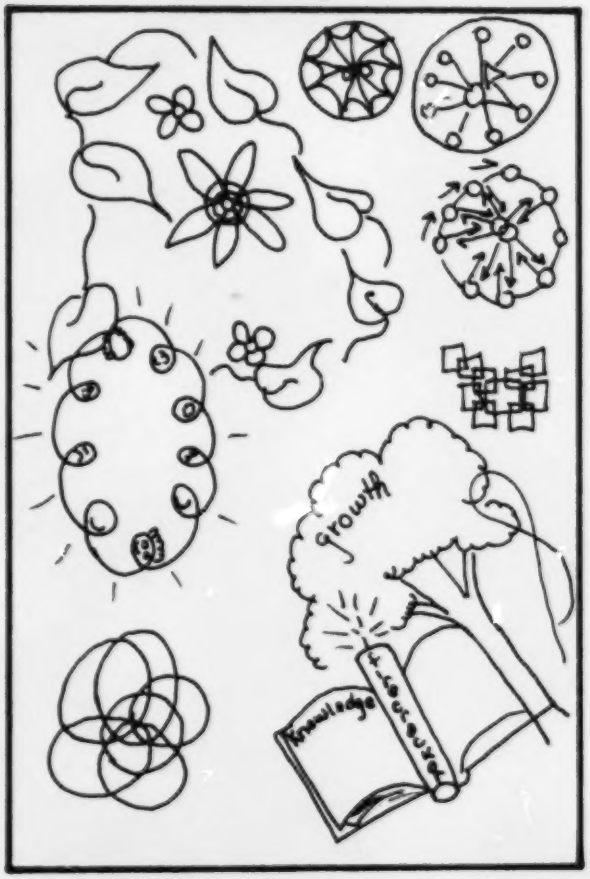
7. Continue until everyone including the facilitator has both given and received a gift.

VARIATION

Permit participants to give gifts nonverbally.

# RESOURCES

American Society for
Psychoprophylaxis in Obstetrics
Chicago




## RESOURCES

This section of the manual contains the "Annotated Participants' Bibliography" and the "Helping Network." The bibliography lists books covering a wide range of topics and provides annotations which relate the material to the workshop. The network contains sources where participants can find useful information.

## ANNOTATED PARTICIPANTS' BIBLIOGRAPHY


Arms, Suzanne. The Immaculate Deception. Boston: Houghton Mifflin, 1975.

A reevaluation of the birthing process in the United States. Details how the male-dominated medical profession has negated the family atmosphere surrounding birth and dehumanized women in the birthing process. Pleads for rehumanizing of birth procedures. A useful case study for workshop Module 2, and a must for childbirth educators.

Borun, Linda; McLaughlin, Molly; Oboler, Gina; Perchonock, Norma; and Sexton, Lorraine. Women's Liberation: An Anthropological View. Pittsburgh: Know, Inc., 1971.

Explains in careful detail many of the cultural origins for contemporary attitudes on female/male roles. Provides an excellent background to the question of the social consequences of the biological differences between women and men. Relevant to Module 2.

Boston Women's Health Book Collective. Our Bodies, Ourselves. New York: Simon and Schuster, 1976.

A comprehensive treatment of the physiological, social, and psychological implications of the female anatomy. Objectively examines childbearing, child rearing, menopause, gynecology, and other female-related issues. Useful to men who want to understand women better. Has particular application to Lecturette 2, "Physiological and Psychological Differences between Women and Men."

Boston Women's Health Book Collective. Ourselves and Our Children. New York: Random House, 1978.

A broad look at all aspects of parenting. Raises crucial questions about the obligations and responsibilities of parenthood. Deals with all stages of child development and contains a discussion of the social influences on parenthood. The last section provides information about useful resources for parents. The book is applicable to many modules in the workshop.

Burton, Gabrielle. I'm Running Away from Home, but I'm Not Allowed to Cross the Street. Pittsburgh: Know, Inc., 1972.

Poignant account of one woman's growth in the liberation movement and how it affects her husband and her children. Discusses her attempt to effect change in her community. Deals with the issue of sexism in school textbooks and elaborates on her growth as a mother. Relates well to workshop topics on the status of women and men in contemporary society, marriage, and child rearing. A very supportive book for those trying new alternatives.

Carmichael, Carrie. Non-Sexist Childraising. Boston: Beacon Press, 1977.

A down-to-earth, humorous discussion of nonsexist child rearing. The descriptions of hypothetical, traditional, and nontraditional families are thought-provoking. Contains many suggestions of the nonsexist approach to language, books, toys, and other media. Emphasizes the need for shared nurturing. Applicable to Lecturette 9, "Causes of Sex-Role Stereotyping in Children," and Lecturette 11, "The Impact of Values on Stereotyping."

Carney, Clarke G., and McMahon, Sarah Lynne, eds. Exploring Contemporary Male/Female Roles: A Facilitator's Guide. La Jolla, Calif.: University Associates, 1977.

A compilation of structured experiences, instruments, and readings which can be used by those conducting workshops on sex roles. Details the goals and strategies for each of the exercises. Material applies to all sections of the workshop model. Extremely helpful to those involved in training.

Chess, Stella, and Whitbread, Jane. Daughters. New York: Doubleday, 1978.

A developmental approach to raising a female child from birth to puberty in a manner which promotes optimal human growth. Contains many useful suggestions that apply to raising both female and male children. Has an excellent section on dealing with the prepubescent period. The chapter on the father-daughter relationship is enlightening. Compatible with workshop session on child rearing and equity.

Corea, Gena. The Hidden Malpractice. New York: Jove Publications, 1977.

A systematic account of the mistreatment and mishandling of women by the predominantly male medical community. Explores the historical development of women's exclusion from the medical profession and its effects on health care today. A useful case study for the module which explores the consequences of inequity today.

Dobson, James. What Wives Wish Their Husbands Knew about Women. Wheaton, Ill.: Tyndale House Publishers, 1978.

Takes a list of ten major problems or difficulties women expressed in an informal poll and discusses their origins and implications. Provides an excellent insight into the problems of the housewife raising children. Promotes a greater sensitivity on the part of husbands. Useful as a stimulator for Lecturette 4, "Status of Women and Men in Contemporary Society."

Greenberg, Selma. Right from the Start: A Guide to Nonsexist Childrearing. Boston: Houghton Mifflin, 1978.

A comprehensive treatment of nonsexist child-rearing techniques. Emphasizes the need for shared nurturing. Covers such aspects as language, dress, and literature. Relates to workshop Module 4.

Jenkins, Jeanne Kohl, and MacDonald, Pam. Growing Up Equal. Englewood Cliffs, N.J.: Prentice-Hall, 1979.

The purpose of this book is to provide a handbook for parents, relatives, and preschool and primary teachers which presents practical ideas for exposing young children to a wide range of activities and helping to keep them from being locked into stereotypical feminine roles and masculine roles. A must for parents interested in nonsexist child rearing.

Key, Wilson Bryan. Subliminal Seduction. New York: Signet Classics, The New American Library, 1972.

A study of motivations, strategies, and methods used by advertisers to promote products. Shows how ads play upon and reinforce sex-role stereotypes. Demonstrates points with representative ads. Alerts parents to the power of advertising in presenting stereotypes. Stimulates an examination of how to counter such persuasion. Useful as a guide to decoding the messages received from media. Applicable to Lecturette 9, "Causes of Sex-Role Stereotyping in Children," and Lecturette 11, "The Impact of Values on Stereotyping."

Levine, James A. Who Will Raise the Children? New Options for Fathers (and Mothers). New York: Bantam Books, 1977.

A case study approach to the question of whether men can adequately perform the primary parenting role. Studies examples of single fathers raising children and of couples who have opted to reverse traditional parenting roles. Discusses how laws in America restrict or deny fathers' assuming primary parenting role. Useful as stimulator for workshop Module 4 on marriage and child rearing.

Montagu, Ashley. The Natural Superiority of Women. New York: Collier Books, 1952.

A classic treatment of the role of women. Poses the hypothesis that women are superior to men in relation to their contribution to the survival of the species. Discusses at length the evidence to support the hypothesis. Debunks many of the myths supportive of the male superiority theory. Provocative and speculative. Contains an excellent presentation on the social consequences of the biological differences between women and men. Used as background for Lecturette 2, "Physiological and Psychological Differences between Women and Men."

Phelps, Stanlee, and Austin, Nancy. The Assertive Woman. San Luis Obispo, Calif.: Impact Publishers, 1975.

A thorough treatment of the concept of assertiveness, particularly as it relates to women. Emphasizes practical situations involving assertiveness and explains actions an individual can take to be more assertive. Contains a very useful section on being assertive with your children while helping them to become assertive individuals. Useful in conjunction with workshop modules dealing with assertiveness and nonsexist child rearing.

Sargent, Alice. Beyond Sex Roles. New York: West Publishing Co., 1977.

A compilation of readings, tasks, exercises, and source material related to examining sex roles. Useful as background for all workshop topics and exercises. This book is a must for those who will apply its concepts to their own training situations or those who wish to use the training model.

Sheehy, Gail. Passages: Predictable Crises of Adult Life. New York: Bantam Books, 1976.

Through a case study approach, the author explores the developmental stages of adult life and the crises that trigger these stages. Examines in detail the social and psychological changes that occur from early adulthood on.

Stapleton, Jean, and Bright, Richard. Equal Marriage. New York: Harper and Row, 1976.

Excellent guide to creating the type of marriage that will lead to the development of the partners in the fullest manner. Indicates how to raise children in a nonstereotyped manner. Calls for a humane treatment of both partners in the marriage to allow for freedom to grow. A beautifully written, commonsense approach to structuring an equitable marriage. Contains numerous lists that can be used as guides for achieving equity in marriage. Contains material applicable to Lecturette 8, "Equal Marriage."

## HELPING NETWORK

The following organizations offer a wide variety of resources and materials regarding the problem of sex-role stereotyping in childbirth and parenting education.

ACTION FOR CHILDREN'S TELEVISION (ACT), 46 Austin Street, Newtonville, MA 02160. Resource material.

AMERICAN SOCIETY FOR PSYCHOPROPHYLAXIS IN OBSTETRICS (ASPO), 1523 L Street, N.W., Washington, DC 20005. Books.

CHANGE FOR CHILDREN. 532 Valencia Street, San Francisco, CA 94110. Action project and resource material.

COUNCIL ON INTERRACIAL BOOKS FOR CHILDREN, 1841 Broadway, New York, NY 10023. Action group and resource material for children and adults. Books.

DISSEMINATION CENTER for the products of the Women's Educational Equity Act Program, c/o Education Development Center, 55 Chapel Street, Newton, MA 02160. Resource materials, audiovisuals, and books.

FEMINIST PRESS, P.O. Box 224, Old Westbury, NY 11560. Books for children, adults, and schools.

INTERNATIONAL CHILDBIRTH EDUCATION ASSOCIATION (ICEA), P.O. Box 20852, Milwaukee, WI 53220. Books.

KNOW, INC., Box 86031, Pittsburgh, PA 15221. Books and resource materials.

LOLLIPOP POWER, P.O. Box 1171, Chapel Hill, NC 27514. Books for children.

MATERNAL AND CHILD HEALTH LEGISLATIVE ALERT, INC. (MCHLA), Drawer Q, McLean, VA 22101. Action group and resource material.

MID-ATLANTIC CENTER FOR SEX EQUITY, The American University, 3301 New Mexico Avenue, N.W., Suite 224, Washington, DC 20016. Training and technical assistance.

NATIONAL ORGANIZATION FOR WOMEN (NOW), Public Information Office, 527 Madison Avenue, Suite 1001, New York, NY 10002. Action group and resource material.

NATIONAL TRAINING LABS, P.O. Box 9155, Rosslyn Station, Arlington, VA 22209. Training.

PENNSYLVANIA ASSOCIATION FOR CONSULTATION AND EVALUATION, INC. (PACE), 173 Victoria Drive, Monongahela, PA 15063. Training and technical assistance.

PROJECT ON EQUAL EDUCATION RIGHTS (PEER), 1029 Vermont Avenue, N.W., Suite 800, Washington, DC 20005. Action group and resource materials.

PUBLIC ACTION COALITION ON TOYS (PACT), 38 W. 9th Street, New York, NY 10011. Action group and resource materials.

RACISM/SEXISM RESOURCE CENTER, Room 300, 1941 Broadway, New York, NY 10023. Resource materials and books for students, adults, and schools.

WOMEN'S ACTION ALLIANCE, 370 Lexington Avenue, New York, NY 10017. Resource materials for schools.

WOMEN'S EDUCATIONAL EQUITY ACT PROGRAM (WEEAP), 400 Maryland Avenue, S.W., Washington, DC 20202. Action group for providing educational equity for women.

WOMEN'S EQUITY ACTION LEAGUE (WEAL), 805 15th St., N.W., Suite 822, Washington, DC 20005. Action group and resource material.

WOMEN ON WORDS AND IMAGES, P.O. Box 2163, Princeton, NJ, 08540. Resource materials, audiovisuals, and books.

## PARENTS' LOOKOUT SHEET

The purpose of the following list is to provide you with some possible strategies for reducing the effects of sex-role stereotyping on your children. In deciding whether to utilize any of the suggestions, consider your own value system and any limitations of time and situation.

1. Go through your child's toys. Classify them as either (a) definitely female, (b) definitely male, (c) can't tell. Base your classifications on the normal societal perceptions of the toys. If a particular sex predominates, try to balance it with toys associated with the other sex.

2. If your child shows an interest in an activity normally attributed to the opposite sex, try not to react in an overly negative manner.

3. If you have a conventional family arrangement where the male works outside the home and the female is the primary nurturer, switch roles wherever possible. Working spouse can stay home and care for the children while nurturing spouse does part-time, volunteer, or club work.

4. Reconsider your own roles. Do they model nonstereotypical patterns of behavior?

5. "Mommy" should do "daddy" things occasionally and "daddy" do "mommy" things around the house.

6. Monitor the television programs your children watch. Do they present a stereotypical view of sex roles? Try to limit viewing of such material. Pick shows that present a balanced view. The shows on educational television are generally committed to doing this.

7. Choose your children's books carefully. Watch for excessive stereotyping. In considering traditional stories, weigh the value of the story with the possible harm. If you choose a traditional story, try to balance it with a nonstereotypical story.

8. Revise a favorite story to present a more balanced view of sex roles. Little Red Riding Hood could be rescued by a woodswoman.

9. Make up nonsexist bedtime stories to balance children's exposure to stereotyped stories.

10. Express your emotions to your children. Hug your son, roughhouse with your daughter. Encourage assertiveness, discourage aggressiveness.

11. Discipline daughters and sons equally.

12. Expose your children to a wide range of activities. Don't limit them to one area such as sports.

13. Point out to your children women and men who are in careers normally identified with the opposite sex. Do this in a way which demonstrates your approval.

14. Watch your children at play. Are stereotypes present in the fantasies and situations they act out? Intervene to set the record straight: "Why don't you be the doctor, Amy, and you the nurse, Billy?"

15. Encourage your children to have role models of the opposite sex. Arrange for your daughter to spend extra time with her grandfather or your son with his favorite aunt.

## FOR MATTHEW

Womb - life ...
to World - light ...

It comes and we, the creators ...
feed to the soul ...
all that we are and have become

The nurturing begins in silent midnights of waiting.
We are the hopers, dreamers, planners
for each seed of us.

We, the life-makers rejoicing
In our images, kindling replicas
of unknown ancestors.

Birth thrusts each small one of us
Into a blare of freedom and beauty
For only a fragmented moment of precious time.
Exposed ...

Naked before all others
We are typed, titled, categorized ...

Woman

child.

Man

child.

Mary Ann Pantoni Lloyd